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ABSTRACT

Presented is a sourcebook for the developmental play program, a relationship-focused, activity-based intervention program for learning problem, behavior problem, Headstart, and normal children (2- to 6-years-old) and a training model in child development and parenting for participating adults. Following an introductory section are descriptions of the program's goals and rationale (including the stimulation of child-adult attachment behavior); structure and program participants; goals and stages of one-to-one child-adult play; suggested one-to-one activities to encourage and establish physical contact, to encourage fantasy, to establish relationships with other one-to-one partners, and to help the adult respond to the child's cues; goals, stages, and activities for circle-time play; goals, stages, and activities for juice-time; songs for developmental play; selection, training, and development of program adults; and assessment methods and behavioral changes associated with developmental play. A final section covers such areas as selection of schools, equipment and space requirements, selection of adults and children, communication with parents, and some potential problems. Appendixes include statistical data showing the effectiveness of developmental play programs, suggestions for feedback for continuing research, samples of forms and rating scales used, quotes from participating adults, and sample handouts. (SBH)

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SOURCEBOOK FOR

FINDING YOUR WAY

TO

HELPING YOUNG CHILDREN

THROUGH

DEVELOPMENTAL PLAY

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PREFACE

HOW THIS SOURCEBOOK CAN HELP YOU

This sourcebook on the Developmental Play Program (DP) is designed to help you gain a greater understanding of DP Program goals and processes. More specifically, it is prepared to assist you and other potential adopters to initiate and implement Developmental Play programs for children with whom you work.

We have attempted to delineate the major facets of operating a DP program including suggestions for facilitating effective interactions among participating adults and children. Descriptions have been presented of the behavior changes that can be expected and techniques to deal with them. Finally, we have included reports of effectiveness and suggested evaluation procedures for continued future validation.

The descriptions of activities to use with children are representative of the strategies which have been found successful. Our hope is that in reading them, you will become more aware of the possibilities for playing this way with children. However, the structure of what the adult and child do together, in essense, must come from them as individuals and from their unique styles of relating to each other.

This sourcebook is only a beginning in helping new Developmental Play Programs become a reality. Continuing help will be available through the Pinellas County Schools Pupil Personnel Services Demonstration Project through training workshops, consultation and technical assistance provided at the Demonstration Project and at the on-site locations of schools systems adopting the Developmental Play Program.

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School Board of Pinellas County,

Florida

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PART I - INTRODUCTION

"ATTACHMENT BEHAVIOR AS A CLASS OF SOCIAL BEHAVIOR IS OF IMPORTANCE EQUAL TO MATING BEHAVIOR AND PARENTAL BEHAVIOR.... MAN'S CAPACITY TO USE LANGUAGE AND OTHER SYMBOLS, HIS CAPACITIES TO PLAN AND BUILD MODELS, HIS CAPACITIES FOR LONG-LASTING COLLABORATIONS WITH OTHERS AND FOR INTERMINABLE STRIFE, THESE MAKE MAN WHAT HE IS. ALL THESE PROCESSES HAVE THEIR ORIGIN DURING THE FIRST THREE YEARS OF LIFE, AND, ALL, MOREOVER, ARE FROM THEIR EARLIEST DAYS ENLISTED IN THE ORGANIZATION OF ATTACHMENT BEHAVIOR.... NO FORM OF BEHAVIOR IS ACCOMPANIED BY STRONGER FEELING THAN IS ATTACHMENT BEHAVIOR."

- Bowlby
from Attachment and Loss

The Developmental Play program is a relationship-focused, activity-based, intervention program for young children and a training model in child development and parenting for participating adults. The program was originated and developed by psychologist, Dr. Viola Brody, and successfully field tested within the Pinellas County Schools Pupil Personnel Services Demonstration Project.

The Developmental Play program was established on the rationale that personal development, cognitive functioning and expressive communication in young children can be enhanced through play experiences with persons who become important to the children. Although the focus is on play and not school work, it is a structured program in which participants (first child to adult and then child to child) get to know each other by having a good time together. In addition to having fun, the children are encouraged to become aware of and to express their feelings. When successfully implemented the Developmental Play program creates an atmosphere of a large family whose members experience warmth, caring and openness with each other.

"Derek: An Epic Poem" has been included as a part of this introductory section to provide the reader with an opportunity to vicariously experience an adult-child attachment relationship which developed during a recent DP program. Reports from other participating adults are included in Appendix D.

DEREK: AN EPIC POEM*

At first I was your "playmate", your adult.
I saw myself as separate from you:
struggling to help you become more whole, more integrated,
struggling to get your attention,
to get your focus from "out there" to "here", to me,
struggling for control of the relationship.

You began by running away,
or babbling on and on
without giving me a chance to say anything -
not listening even when I did.
You would rush from my contact
accepting my touch - but not for too long.

Time passed . . . .

You would light up now when you saw me coming to get you
"I missed you,"
plus a run and a jump into my arms
was your greeting.
"I missed you, too",
(and I really had).

The focus changed from our separateness to our togetherness.

I stopped trying to control the relationship: I let if flow . . .
I stopped struggling: I started being with you.
You stayed with me more, you invited my touch . . .
You listened more, you cared that I listen when you talked.
We both felt more deeply:
sometimes that was scary and you'd run away.
I would always follow and keep my eyes on you.
You would always watch and come back to me.
We laughed a lot, too:
We rolled and giggled, "Again, again" you'd say . . .
We rubbed each other with lotion and wrote our names in it.
You and I became WE: Friends sharing Life.

We focused on Today, on Right Now, on Us.

I became a sculptress one day and you became the clay . . .
You could feel my hands, hear my voice, and see my face
as we re-created your body:
"These are your toes,
"we must make them one by one,
"and remember each little joint . . . .
"And this is your knee.
"Can you feel how this part sort of floats?
"Oh! You made it disappear! And there it is, back again!
"That part is called your kneecap . . . ,

*After seven months with Derek, one hour a week in Developmental Play;
Remembering . . . . (with help from my journal).

"Now here's an important part. These are your hipbones.
"Can you feel them? Can you feel mine?
"They go all the way around to your backbone...
"and make a space for your tummy.
"Your legs are connected here....
"And here's your waist -
"Look how you can bend it in all directions...."

On and on we went through your body, often comparing it to mine.
At your neck you became very playful:
Your head would fall to one side,
"Not enough clay," you'd say,
So I would pat on some more, all around, making it smooth -
We'd "test" it again to see if it were strong enough yet,
"Nope", you'd say with much delight,
and again your head would fall and roll
and again I'd add more clay.
When finally your neck was "just right"
we settled into the quiet, gentle sculpting of your head and face:
"These are your cheekbones... and this is your forehead...
"Feel how they protect your eyes...."
I would press hard enough for you to really feel the bones
without hurting you
and you would copy and feel my face.
I would look into your eyes
and see you looking back, seeing my pleasure in you....
I would experience your pleasure and intensity and relaxation
by watching you and by being a part of it.

We moved in concert -
noting each detail
aware and together:
Such Joy I felt with you that day!

Oftentimes you'd get a stomachache, suddenly,
("Too much juice", you'd say),
or become very tired, just as it was time for you to go.
You would lie down in my lap and I would rock you,
"You really don't want to go.
"How nice it would be if you could stay with me."
Then, in a wink, you'd be up and looking for our shoes
ready for new adventures (and lunch)
waiting outside the door.

Saying goodbye was hard
especially when we started counting the weeks
before our last session
- our last time to play together....
The struggling began:
This time to ease the bond that had grown between us
You started running away again,
hiding now, still watching.
But this time with a difference:
Now you would run to other adults and other children -
You weren't alone anymore,
You were reaching out, relating to others.

I became very tired and found it hard to function anywhere.
I found you in my dreams -
We were in our Final Circle
And when you left, I cried
Heavily and long.
I woke on our last Thursday
with a knot in my stomach -
I didn't want to come.

That final session you sat with your friends during Circle-Time...
"That's good," I thought, "I'm proud of your growth",
And yet I almost cried from loneliness.
How glad I was when you asked me to do a trick with you.
We had lunch together and a birthday party...
You had been afraid we wouldn't celebrate your summer birthday.
I wrote you a poem:
"I have a friend named Derek,
"He has a friend named Sue,
"And I am very glad to say,
"That that is Me and You!"
And I gave you two pictures of us playing together.
You had a hard time looking at me
but you held tight to those pictures.
We struggled together to be finished,
then you rushed out the door without looking back
and into your class before I could reach you....
How hard this was for both of us -
This saying Goodbye.

DEREK AND SUE

We gave each other many things
mostly the beautiful closeness of I/Thou,
a new awareness of self and other,
and a greater capacity for reaching out, and reaching in....

"Goodbye Derek, I love you."

"YOU HAVE TOUCHED ME, I HAVE GROWN"

Sue Stephenson

PART II - PROGRAM DESCRIPTION, IMPLEMENTATION AND EVALUATION*

The Developmental Play Program: An Overview

WHEN A CHILD LOOKS INTO YOUR EYES,
HE CAN SEE HIS OWN BEAUTY IN YOUR
REFLECTION.

- Paraphrased from H. C. Lyon, Jr.

The Goals and Rationale

The Developmental Play Program is both an affective education program for young children and, at the same time, a training program for child caretakers (parents, teachers) and prospective caretakers (college and high school students). The specific goal of the DP Program is to stimulate child-adult attachment behavior in the sense that Ainsworth and Bowlby use attachment (Bowlby, 1969). The trainees receive on-the-job training by playing with one specific child. If a positive attachment relationship develops, both the child and the adult benefit and mature.

The inability of some children to learn in a school setting, and the difficulty some parents have in relating to their children are frequently correlated with difficulties experienced by children in developing child-adult attachment relationships. The DP Program is designed to help children overcome these difficulties through the use of supervised adult partners to stimulate the development of positive child-adult interactions and attachment relationships which can be used by the child as a model for relating to other adults.

The structure for the DP Program has evolved from a study of interactions among effective parents and young children in which parents and children get to know each other through playful body contact games which are mutually enjoyable. A child's existence as a social being is developed in these play activities, because body-contact games involve (1) experience and awareness of one's body and physical feelings (pain and pleasure); (2) generation of psychological feelings (anxiety, depression, anger, powerlessness, power, and love); (3) learning to communicate, first non-verbally and then verbally (by means of a relationship rather than by formal speech therapy); and (4) organization of one's inner life through words, art form, and symbols, and one's outer life through the process of relating to the outer world. This attachment process between a child and an adult stimulated by play experiences, is the process through which all children develop and mature. It is through this process of attachment between child and adult that the child learns the basics of life: feelings, communication, cognition, and goal-directed behavior. (Ainsworth, 1970; Bowlby, 1969; Bell, 1970; Stayton, Hogan, and Ainsworth, 1971.)

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The Structure of the DP Program

The DP Program has been successfully conducted with groups of children in kindergarten, first and second grades. In each DP group there are six to eight children and the same number of adults, with each adult becoming a partner to one specific child. The six to eight pairs of children and adults meet together in the same room, at the same time during the school day, for one hour weekly throughout the school year. For the children, the DP Program is a one-hour weekly session which is divided into three parts: (1) one-half hour of One-to-One child-adult play; (2) twenty minutes of Circle-Time with the entire group; and (3) Juice-Time for talking and closing. For the adults, the DP Program is a two and one-half to three-hour activity each week which is generally scheduled into three segments: (1) one-half hour for pre-session warm-ups; (2) one hour with the children; and (3) either one or one and one-half hours for post-session group supervisory conferences.

The Children Who Participate

The DP Program began as an outpatient treatment program in a hospital setting for severely disturbed children and in a Headstart setting in Chicago. It was introduced into the schools of Pinellas County in January, 1971, as a pilot project for children enrolled in special education classes (a documentary film of this project is available for rent or purchase). The Developmental Play program became an innovative component of the Pupil Personnel Services Demonstration Project during the 1971-72 school year to provide services for teacher-referred children in grades one and two who were experiencing learning and behavior problems. During the 1973-74 school year, first-grade children who were low in reading readiness skills were randomly assigned into Developmental Play treatment and control groups (see Appendix A for results). In 1974-75 kindergarteners, preschool, and Headstart children, as well as first and second graders, participated in a DP Program in their respective schools. The DP approach is especially effective with 4 year old preschool children.

Although Developmental Play activities have been effective in meeting the needs of small groups of school children with learning and social behavior problems, DP may offer even greater potential for use with larger groups of normal children, especially children in the age group from two to six. Since feedback from teachers and parents has indicated that the strategies of the DP Program are effective with normal children, DP activities will no longer be limited to programs for children experiencing problems.

The Adults Who Participate

Any adult who is willing to commit him/herself to participate as an adult partner in the DP Program for the entire school year without absences except for illness or emergencies is eligible and accepted as a trainee. Adults who have participated include: teachers, (preschool, headstart, kindergarten, first and second grade), school psychologists, school counselors, speech pathologists, day care directors, parents, foster-parents, as well as college and high school students. Participating in the DP Program is an intensive sequence of personalized learning experiences for both children and adults, whereby each adult becomes more understanding and skilled in the management of children through becoming actively and emotionally involved with one special child who becomes very special to him/her. Participation in the DP Program facilitates the personal and social growth of both the children and the adults. Other adults who could benefit from the DP Program include pregnant women and their husbands attending prenatal clinics, or high school

students participating in the Developmental Play Program as a course in child development and parenting.

Currently, the Developmental Play Program is being studied as a strategy for preventing child abuse and neglect on the premise that parents, who are able to stimulate a positive attachment relationship with a DP child, will be better prepared to facilitate the development of effective relationships with their own children. In addition to becoming more understanding and skilled in the management of children, participating adults experience personal and social growth which is exhibited by organized and rational behavior. Therefore, as parents with increased skills and emotional maturity, the DP adults will not abuse or neglect their children.

How The Developmental Play Program Looks In Action

"IN THE MASTERY OF THIS HOUR
THE CHILD LEARNS THE MASTERY
OF ALL HOURS."

- Jessie Taft

Each of the three time segments of the DP session has specific goals underlying its structure, and identifiable behavioral changes tend to be observable as children participate in the activities of each segment with their adult-partners. The goals, stages in behavioral change, and activities for each time segment are now defined and described in detail. The listed activities are these that have been developed and used by Dr. Brody and other adults working in DP Programs. They are representative of the type of experiences which facilitate attachment and development. The reader is encouraged to use and adapt these activities as well as to develop different activities. In fact, the more successful activities tend to come out of the creative play which occurs between an adult and a child.

One-To-One Child-Adult Play

"THERE ARE CHILDREN IN THE MORNING.
THEY ARE LEANING OUT FOR LOVE.
THEY WILL LEAN THAT WAY FOREVER
WHILE SUZANNE HOLDS THE MIRROR."

- From Suzanne, by Leonard Cohen

Goals and Stages

The DP session always opens with One-to-One child-adult play based upon the parent-child model described earlier whereby the child grows through experiencing him/herself through the presence of another and through the reflection of him/herself in another. The most potent way of experiencing another's presence is through physical contact and touching. It is the major avenue to establish attachment. Thus, the DP adult works in the direction of stimulating the child to begin to experience the adult's presence by initiating physical contact and touching activities. These simple games are the same ones that can be seen every day among effective parents and young children who have been happily playing together. They are games such as: "This Little Pig Went To Market", and "I'll Get Your Nose!"

The physical setting should be an open space with no equipment which might be a distraction to the development of close personal relations. Since much of the success of the program is facilitated by creative play experiences, no manufactured games or toys are used. Rather, common household materials such as hand lotion, soap, towels, mirrors and sheets are used.

In the first meeting with the child, the adult assumes the responsibility for defining the relationship. Following the initial contact where the adult makes his or her presence felt, the adult focuses on responding to the child's cues by noticing him/her and responding to the message in the cues by playing out the fantasy with the child rather than just verbalizing the child's message. For example, if a child's behavior indicates he/she would like to be held, the adult responds by holding him/her and not by merely saying, "You would like me to hold you." In other words, the adult does it rather than merely talk about it. There is no substitution for the real thing.

The adult begins by telling his or her name to the child (in most groups the adults prefer using their first names) and asking the child his/her name. Then the adult helps the child understand that the two of them are going to be playing together each week at the same time. At this point, the adult does not ask the child what he/she would like to play, but rather does something that makes the child experience the adult's presence. For example, the adult might look intently at the child's face and describe it: "Your eyes are blue, let me see, yes, they really are!" This could be followed by the adult's stimulating continued eye contact with the child by asking, "Are my eyes blue?" How the child responds to this opening gambit gives the cue for the adult's next response. Many children respond to being noticed and touched by covering their face with their hands. This gives the adult the cue to play the "Peek-A-Boo" game by saying, "Oh, Sally's gone away! Where could she be? Oh, there she is (when the child reveals her face)!" Or, "Who is behind those hands? Is there a nose?" etc.

If the child reacts by showing that he or she enjoys it, the adult responds by saying, for example, "You like that; that feels good." Usually the child, unless very withdrawn or shy, resonds very soon to this intimate contact and attention either by asking for "more" or by touching the adult, imitating the adult or initiating a new game. When that happens the adult is off to a good start, especially if the adult is enjoying it too.

If the child resists this contact and seems uncomfortable, the adult doesn't just rush in. The One-to-One relationship may be frightening for the child due to lack of experience in how to behave in such a partnership, or, due to negative past or present experience, where his/her trust has been abused. The child may need to check out the relationship or withdraw from it for these reasons. It is important to recognize that a child's turning away from physical contact is already an attachment-related response, and the adult is advised to recognize that this negative behavior is a reflection of the child's previous abortive attempts to become attached to some special person. The adult can help the attachment process to be successful, by responding to the frightened child in a variety of ways, such as: (1) verbalizing the child's feelings, (2) describing the child's behavior to him/her ("When your back is to me, I can't see your eyes. Are they blue?"), (3) touching the child gently on the hand saying, "Did you bring all your fingers today?", (4) playing some version of the "Peek-A-Boo" game if the child covers his/her face, etc. The reader can refer to the activities section for additional responses to consider.

Thus, whether in response to interest or resistence, the adult initiates these simple games in order to open the door for interaction and the beginning of attachment. In each session the adult is helped to realize that the goal of One-to-One play is for both the child and adult to become partners, each contributing to the relationship and each enjoying and being sensitive to the other's presence. Many children feel they have little or no control over their destiny. When the adult responds to the child's cues, clarifies and uses his ideas, the child begins to feel he has some power to influence the world. However, the adult does not allow the child to dominate or manipulate him. Rather, the adult contributes or intrudes in response to child-initiated activities to stimulate the child to feel closer in partnership interactions which stimulate the child's creativity.

As the One-to-One relationship continues throughout the school year, it has been observed that both child and adult progress through a series of stages. These stages are similar to the stages that any two people might experience in their efforts to get to know each other and to mutually meet their needs.

Stage One: The Honeymoon Stage

In this stage the child fantasizes he/she is going to get all his/her needs met, and the adult fantasizes that this initial warm giving quality on the part of the child will continue throughout. Even though it doesn't last, this is a very enjoyable stage for both child and adult, and its value should not be minimized. The outcome for both child and adult is enhanced by positive emotional involvement with each other during this initial period.

Stage Two: The Painful Stage

There comes a time sooner or later when both child and adult become aware that events beyond their control disturb the symbiotic quality of their relationship. For example, the continuity of the sessions may be broken by separations due to school vacations, or interrupted by other events, such as illness of either child or adult or some special school project in which the child wants to participate. The child reacts to these breaks in the relationship in a variety of ways which are often negative and oppositional. The child may run away from the adult, saying he or she doesn't want to come today, doesn't like the adult - even hates the adult. The adult, in turn, may feel tremendously hurt, disappointed, rejected, and angry; and may feel like saying, "What did I do wrong? My child doesn't like me. He/she doesn't want anything to do with me. I'm a bad parent figure." or, "If you don't want to come, well don't, see if I care!"

The DP Program is a place where the child can express whatever feelings he or she needs to express, and whatever intensity he/she needs to express them. There are only three limits: the child is not allowed (1) to hurt him/herself, another child, or adult; (2) to make the room a shambles; and (3) to completely distance him/herself from his or her adult partner.

When the child is upset, the partner sits with him/her. If the child is really destructive, the adult may contain the child by physically holding him/her. The child is never punished. No matter what the child does, the child needs to understand that he or she cannot get rid of his/her adult partner. Some children have reacted to being physically contained by verbalizing, "You care for me."

"It feels so good to have you touch my face."

"I made your face (out of clay) and now I'm putting on your neck."

"Boo! I'm going to scare you!"

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"Let's see. Have you lost a tooth too?"

"Your little chin goes like this."

Telling Ghost Stories.

The Painful Stage is probably the most difficult one for the adult partner to handle. To master this stage, considerable attention needs to be given to the adults by meeting with them in a session without the children or in an extra session. In these sessions, the adults need to be helped first with defining their own feelings and the events to which he/she is reacting.

Consultation through the Demonstration Project is available on request to help DP Program staff members understand and work through their own feelings.

Stage Three: The Separation and Love Stage

In this stage the child gives evidence of experiencing the adult as separate from him/herself. He/she shows caring and sensitivity to the adult through touch; by asking questions about the adult's life ("Where do you live? Do you have children? Do you spank them?"); and by sharing his/her own life and feelings with the adult ("I live two blocks away. I have three sisters. I wish I could live with you."). The child may be advanced and secure enough to ask questions about birth, death, and sex. Because the child now experiences him/herself as separate from the adult, he/she can communicate more effectively, especially, feelings of caring. The child is experienced by the adult as truly affectionate, and the adult feels very much loved by his child.

Stage Four: The Preparation for Termination

Long before the DP Program ends at the close of school, the children are reminded of the impending termination. In the last sessions, the count-down begins - "There are 6 more sessions", "5 more sessions", etc., until the last day together arrives. This gives each child time to react to the impending separation and to plan how he or she will deal with it. It will not be an event for which he/she has not been prepared as is true in the lives of many children. Children react to the impending termination in a variety of ways: some regress to their earlier behavior, being oppositional and negativistic; some become more clinging; some do more crying; and some identify with an adult role and start taking care of their adult partner. As the feelings of anxiety and loss are experienced and expressed, there emerges within both the child and the adult a feeling of a sense of achievement and celebration. (This may not be true of severely disturbed children who need more than one year of DP.) Giving both the child and the adult a snapshot of some One-to-One activity they experienced together helps to ease the separation and enhance the treasured memories.

The above outline of the One-to-One stages is not meant to frighten those adults wishing to try the DP approach. It has been our experience that when a group of children meet with the same group of adults on a regular consistent basis, both the children and the adults benefit, even when there is only minimal supervision. However, we highly recommend that the DP staff seek consultation from the PPS Demonstration Project by contacting Dr. Ralph Bailey during the year to get feedback that can help them experience their successes (which often go unacknowledged, even by themselves) as well as assist them in times of crises. The growth of the children is effected, at least in part, by the depth of the DP staff's commitment to seek consultation and to participate in DP workshops.

Suggested One-To-One Activities

In the course of the One-to-One play, each adult will develop a personalized repertoire of initiating and responding behaviors. The following activities have been used successfully by other adults when initiating interaction with their special child and responding to the child's behavior in One-to-One play periods.

A. Activities To Encourage And Establish Physical Contact

"YOU HAVE TOUCHED ME - I HAVE GROWN."

- Anon.

1. Simple Touching -

   of the child's hand, chin, eyebrow, nose, etc., while you describe to him or her what you see - or feel - or hear,
   as a get-acquainted activity,
   or as a re-get-acquainted activity after you have been apart, (e.g., a playful checking out of body parts to see) if the child is still the same. (Important differences such as a bruise, new hair-do, etc., can also be noted, shared, and perhaps celebrated.)

2. If the child withdraws -

   sensitively work to make your presence felt by reflecting how the child is acting with a response like: "You pulled away." "You are afraid?" "Where don't you want me to touch you?" "Here on your knee?" (Touch it.) "On your elbow?" (Touch it.) "On your head?" (Touch it.)...or... "Oh, did I hurt you?" as you take the child's hand (or appropriate body part), look it over, and exclaim, "Where did I hurt you?"... "I can see that you brought all your fingers today."

3. If the child tries to avoid contact by moving away to get something or do something else -

   try following his/her lead. Put your hand on the child's shoulder or hold his/her hand, if possible to keep contact; or, if the child seems to have nothing specific in mind, surprise him/her by initiating another physical contact activity.

4. Sculpting (an easy follow-up activity after simple touching) - The child's head -

   by outlining each separate part of it as you describe what it looks like and how it feels to your hands as you mold it into shape. Take time to go into as much detail as you can. Use your imagination to help create experiences with such things as shaping the eyebrows while asking the child if he/she can move them, molding the teeth and tongue, and trying out how they move and sound, etc. In this way the child also has a part to play.

5. The child's body - in the same manner as above.

Be sure, once again, to explore various body parts in terms of what each does, how it looks and feels.

As you sculpt, communicate your presence with eye-contact, the gentle but firm pressure of your hands, and your voice. Focus on your own pleasure of being with the child in this way, and let your face show it. See yourself as an artist with feeling rather than as a "mechanical engineer".

6. Massaging -

a. The child's hands, feet, arms, legs, chest, etc. - especially with hand lotion and/or body powder.

Similar to sculpting, massage helps a child become more aware of his/her body, feel good about it as it is made to feel good, release tension and relax, and have fun with it by using the powder or lotion to play games like:

b. The Slippery Hand Game - where the child and adult are holding hands, covered with lotion; each pulls his hand until they slip apart.

c. Write-On-Me-Game - where the child (or adult) guesses letters or numbers written on a part of the body.

d. Guess-What-I-Am-Game - where powder and/or lotion are used to decorate the child (or adult). (It's marvelous to have a mirror handy!)

e. Washing-Up-Time - after using powder and/or lotion is rich with opportunities to continue developing body awareness and your relationship through physical contact, verbal feedback, and sharing.

7. Washing -

The child's hands, feet, face, hair, etc., by using a small pan of water and washcloth. Focus on the child's body, maintain eye contact, and give verbal feedback as before. Better still, have the child sit on the edge of a sink, if you have one.

8. Other Physical Contact Activities -

a. Roll-Me-Out-Game: Where the child can be encouraged to lie down and have you roll his/her body out with a rolling pin - just as if the child were a piece of pie dough. (Add some imagination by using powder and lotion, which on pizza dough could be tomato sauce and parmesan cheese!)

b. Magic Button Game: for when the child closes his or her eyes, covers his/her face, or does anything that in response, you can try to get the child to uncover or let go. Ask, "Do you have a magic button that opens your eyes? Could it be here?" Touch where you suggest each time until the child opens his/her eyes, or uncovers his/her face to let you know you found it. Looking

for a magic button around the eyes or nose is an excellent way of establishing and maintaining eye contact, and if the child is looking for your magic button, suggest he/she look around your eyes. This same situation could also provide an opportunity for a massage, if you said something like, "Maybe if I massage your foot, you'll open your eyes."

c. I'm Stuck Game: where you pretend your hand is stuck on the child's knee (or any other body part) and you can't get it off. Often the child will try to find your "magic button". After moving your hand from his knee you can pretend your fingers are stuck closed as a stimulus to the child to discover how to open them, etc.

d. How-Many-Fingers-(or Toes)-Do-You-Have-Game: when you can count (and maybe miscount for fun and then correct yourself) these and other parts of the child's body are inspected to be sure he or she is all there.

e. Clapping Games: of any and all kinds which are often easy for the child to initiate once the idea is presented.

f. Rolling Game: nose-to-nose, body-to-body, around the floor - allows for continuing eye contact, body awareness and support, as well as a real sense of mutual freedom and fun. Sometimes both adult and child can feel their hearts beating in each other's chest as they roll over and over.

g. Swinging Games: alone, with the child going around and around as you hold him/her by the waist, or by a hand and foot, or by both hands, etc., or, with another adult helping you swing the child so that you can look at each other.

h. Rocking Games: where you and the child face each other sitting on the floor with your legs overlapping or with feet together and holding hands.

i. Where-Did-It-Go-Game: where you pretend you have taken the child's nose, ear, finger, or other body part. Your imagination will help show you how to put it back.

j. Body Drawing Game: where a piece of paper larger than the child is placed on the floor for the child to lie on while you draw an outline all the way around the child's body. It is helpful to describe what you are doing as you do it. You and the child can then work together to fill in and color the body and clothing details.

k. Silly Interactions: such as putting a child's shoes on the wrong foot, asking the child if he or she put his/her foot on wrong that morning; or, pushing the child's navel while you make a honking sound and look around startled to find out where the noise came from.

B. Activities To Encourage Fantasy

"IN FLIGHTS OF FANTASY
WE ENLARGE THE HORIZONS
OF OUR INNER VISION."

- Anon.

1. The Importance of Fantasy

Fantasy is essential to successful attachment for it is only through fantasy that one can continue a relationship when the other person is not there. In addition to encouraging this natural fantasy, fantasy activities can be used to encourage physical contact and touch; and when added to the body-contact games, fantasy can enhance the development of a child's memory and thinking. You are limited only by the child's and your own imagination. It is important to be ready to follow the child's fantasy cues.

Remember, too, that children often project their feelings through metaphors. Look for these deeper meanings, especially in fantasies they initiate; and be ready to respond in ways that will acknowledge possible underlying real feelings. An example could be when a child might say, "Let's go away together on a desert island and then they'll all cry!" A response that could be meaningful to this child and adult might be: "You felt like crying when I wasn't here last week." Whatever you respond, look first for meanings involved with the immediate relationship between you and the child.

2. Avenues Into Fantasy

While you massage a child's foot, let your fingers be little cat's paws walking up the sole of the foot and over the toes. Let the cat jump onto the child's tummy and up to his/her nose, for increased eye contact and fun!

Play the "Guess What You Had For Breakfast Game" where you touch the child's stomach in different places in response to comments like, "I bet I can guess what you had for breakfast! I bet there's some cereal right in there...and some milk over here..., etc." Activities like these not only encourage physical contact, but can surprise the child, who may not be able to look at you, so that you can not only look at each other, but also end up laughing.

Make your body into a bridge and invite the child to see how many ways he or she can find to cross over it. Reverse roles and let the child be the bridge. Be a car going over, a boat going under, a person swimming, etc.

While you swing the child around, let him or her become an airplane... or bird..., etc. Perhaps your airplane will "crash" and then you can look over all the parts to see what needs fixing and then find ways to fix them before taking off again.

Instead of modelling the child as he or she is, let the child imagine he/she is a wad of clay, and together you can mold and arrange the child's body into all sorts of shapes.

Become animals together, sharing animal sounds, moving as the animals would, experiencing being a baby and a parent animal, etc.

While you and the child rock on the floor, start singing, "Row, Row, Row Your Boat", and pretend you're rowing on a big lake. Let the wind come up. Get stuck on a rock, etc.

Let a small rug square become a boat which the child can sit and hold on to as you pull and rock it, or a Magic Carpet that flies through the air. Let fantasy (yours and the child's) take you where ever you may want to go together.

Help the child share tricks with you. They'll give you opportunities for both physical contact and fantasy, and they can become something you may want to share with others at Circle-Time. Try frog jumping, hold the child so his/her feet can walk up the wall like a bug, or become circus performers who somersault. Try a giraffe, walking a tightrope.

Let a sheet become a tent - or a ghost story cover - or whatever, as you play together.

Encourage stories which you and the child can act out together. One popular one is for the child to become a gingerbread boy or girl who is mixed, shaped, cooked and "eaten" - one delicious piece at a time! The various steps in this process which include kneading and pulling the dough, making eyes and buttons with raisins, placing the cookie in the oven, baking, taking the cookie from the oven, and eating the cookie all stimulate a great variety of sensory, motor, and fantasy involvement. Children love this game and often respond by returning the compliment and doing it to the adult-partner.

C. Activities With Other One-To-One Partners

"ISN'T IT GOOD TO KNOW
YOU HAVE A FRIEND."

- Anon.

It should be emphasized that interaction with others should be discouraged in the beginning as you work to establish your relationship. This can be accomplished by being ready for the child and alert to his or her cues, by telling the child this is your time to play together now, and that you may play with others during Circle-Time, and by being aware of where you can play so that outside interference is reduced.

While it is important that play partners focus largely on themselves during the One-to-One time period, there are occasions where interaction with other couples may enhance the Developmental Play experience. Some ways this has occurred are:

1. Another couple joins you for a swinging game, which can be especially fun if both children are airplanes who fly and "crash", or if the children lock arms;
2. Several couples share their tricks together;
3. Or pretend to be animals - such as one day when two boys become baby birds in a nest under a desk and the adults become their mothers who fed them, etc.;
4. Or a couple joins you under the sheet for a story;
5. Or you simply share the delights you experience - such as the funny way the powder and lotion are on your face!

D. Activities To Help You Respond To The Child's Cues

" A FRIEND IS ONE WHO KNOWS YOU AS YOU ARE, UNDERSTANDS WHERE YOU'VE BEEN, ACCEPTS WHO YOU'VE BECOME AND STILL INVITES YOU TO GROW."

- Anon.

The big question every adult must ask is, "What is it that I do that makes a difference in the way the child and I interact?" Is the child more creative when I touch him/her; when I just sit and talk; when I notice him/her/ or, when I do something that makes him/her laugh?

It is important for the adult to learn what he/she does that moves the child toward attachment and what he/she does to move the child away from attachment. For example, how an adult responds to a child's "Peek-A-Boo" game may dramatically determine the quality of that relationship which develops later. If the adult ignores this game, or doesn't understand its message, the attachment process is delayed. On the other hand, if the adult responds by playing the game in a way similarly illustrated in the activity described below, then the child and adult are in tune with each other and an attachment relationship begins to develop.

The meanings suggested for the activities described below are "educated guesses" based on past DP experiences, and the responses are no more than suggestions of possible ways to stimulate attachment that may or may not fit your style. Work to develop those responses which most comfortably help you express yourself and at the same time facilitate the development of attachment. Discover and develop your own games.

Child Initiated Behavior and Responses	Some Possible Adult Responses To Each Child-Initiated Game
The Chase Game ("Catch Me") - running away Meaning: "Do you like me enough to come after me, to notice that I am gone?"	Keep watching the child, maintaining eye contact if possible as you: - chase after the child; - playfully join into the game; - catch the child up in your arms and say, (for example): "I got you! I won't let you leave me. This is our time to play", Or, "You ran away and I came after

The Chase Game (Cont.)	
	you. Did you think I wouldn't come?"; -Proceed with a body contact game after the child is caught until the child starts the chase game again; but whatever you do, -always move toward closer contact between the two of you.
Hide and Seek or Peek-a-boo Games Meaning: "You can't see me. Do you care" Will you look for me, or will you give up and leave me alone? The child has some control over when to be found - a good feeling. While the child is hiding he/she is imagining the whereabouts of his adult partner - thus, fantasy is stimulated.	"Where did Derek go? I can't find him! Is he here under the rug? Is he here, in my shoe?", etc. (It is our experience that the child delights in the adult's playfulness, silliness, or surprise; and, if the game continues too long without his/her being found, the child will make his/her presence known.) -Who is that behind those hands? I see one, two, three, etc., fingers; and, I see fingernails and moons and knuckles, and over here I see an ear - that looks like Annie's ear!" (Point out each body part through touch as you go.) -Someone's hiding behind those hands! Let's see if there's a "magic button" to open the hands so we can find who it is. Is this the "magic button"? Is this?" (Touching different spots on the body as described in the "Magic Button Game".)
Stealing Body Parts Game Meaning: "I like you enough to want to have a part of you. Do you like me enough to play my game? Will you come looking for me without your eyes? Can you breathe without your nose? Will you trust me to give it back to you?" "Gee it's really fun to take a part of you!"	-"Oh dear, what happened to my eyes" I can't see Danny... but I can feel someone's foot! Those feel just like Danny's toes!" -"Gee, it's hard to breathe without a nose. Is there a magic button I can push to get my nose back?"

"Airplane Game" Meaning: "I want to see what else is going on. I'm uncomfortable being so close to you. I don't want to look at you right now." "I need to be active right now - to have you swing me." **Crashlanding** Meaning: "Do you care if I'm hurt?" "I can master my fear of crashing by playing it."	- "Before we take off, we have to check out your parts (wings...tail section... rudders...nuts and bolts...motor... enough gas, oil, etc.)." - Adults can act as if this is an old-time plane: Starting it slowly, dramatizing a warm-up time, moving down runway, taking off (with the flight sometimes joined by others), landing safe or crashing -- - "I have to check out all your parts and make sure you're ok!"
Cars and Trucks Games Meaning: "I'd like to touch you but I don't know how, and I'm afraid."	Adults have helped children overcome resistance to physical contact by changing their fantasy from familiar cars and trucks to something interesting yet unfamiliar enough to absorb the child - such as a spaceship. It can be described and flown, or, the child may make it crash and then the broken parts can be "fixed" by touching the child in various ways.
Animal Games Meaning: "It's a nice feeling when you take care of me, hold me, rock me."	Excellent opportunity for parent/child interaction. - Feed, clean, play together as nurturing parent and baby animals do, etc.
Playing Baby Game ("Hold me like a baby") Meaning: "I trust you to take care of me - and that feels safe and good." "It's nice to be held by you."	- Rock, sing to, take care of child as you would a baby.
Playing Dead ("I'm dead") Meaning: "I'm beginning to feel alive - to feel some contrasts in the way I am."	Excellent opportunity to stroke, massage, play "Magic Button", describe and sculpt child. Or, bring child to life by touching different parts of his body.

Playing Asleep Meaning: "I'm relaxing more with you and feeling more of your presence." "Your body is warm and soft."	Opportunity to rock and sing to child, to cuddle and stroke child, to feel and describe child's face, to guess what the child is dreaming, to involve the child in some pleasant fantasy, to help the child feel his/her relaxation.
Touching the Adult Meaning: "You are becoming real to me." "I'm feeling safer with you."	Smile, let the child know, non-verbally and verbally, that you like his/her contact. Acknowledge this reaching out, especially in a pleasant, caring way.
Imitation of a Game the Adult Has Initiated in the Past Meaning: "I care about what we've done together. I remember what you did and want to do it again."	Be willing and receptive to the child's suggestion. Perhaps comment that you're glad he/she remembered the game you played before and that you like it too.

Circle-Time

"A FRIEND IS A GIFT YOU
GIVE YOURSELF."

- Anon.

Goals

After about one-half hour of One-to-One child-adult play, the entire group of children and adults sit together on the floor in a circle for group play. The purpose of the Circle-Time is to widen the child's contact with other adults and peers. The games and activities are designed to:

1. help the child develop self-confidence through body movements facilitated by pantomime and dance;
2. provide opportunities in every session for each child to perform and express himself in some medium;
3. help the child get in tune with his own feelings;
4. stimulate the child to become aware of and concerned about others;
5. stimulate the child to interact with others, fantasize and organize his behavior around the people in the group;
6. stimulate the child to relate to his peers so that the child not only can practice with a peer what he learned from his adult model, but the child's friendships developed with the peers in the group also serve as a buffer and stimulus for further growth at the time of termination when the adults leave.

Stages

The DP group leader (and, as soon as possible, other adults) assume the leadership of the Circle-Time activities. The key to being a successful Circle-Time leader is to be in tune with the children so that the activities introduced are those which the children can initiate, develop and enjoy.

When it is time to begin Circle-Time, the adult leader for the day announces, "It's Circle-Time", and the other adults help their children to join in as soon as possible.

In starting a group, the leader tries to introduce an activity to which the children will respond. Two kinds of games, described in the activities section, nearly always "take" with a new group: (1) touching games, such as "Pass-It-On" or "Follow the Leader", and (2) "Cradle-Rocking". These are universal games liked and played by many children including emotionally disturbed, non-verbal and verbal children.

A special effort is made to provide each child an opportunity to participate during each activity. All adults act as resource people who help the leader be alert to the needs of all the children.

"Follow the Leader" is consistently effective with new groups and can be used in a great variety of ways and purposes.

1. The "Leader" can do non-verbal gestures which the whole group mirrors.
2. The "Leader" can use sentences repeated by the group to notice individual children. ("I see Mary with a red dress on today.")
3. The "Leader" can use words to express feelings which he/she feels some of the children might be experiencing. "I didn't want to come today." "I feel sad because I won't see you next week.")
4. The "Leader" can use words to express a dialogue between two people. ("Mama, can I go to the store?" "No, you can't!" "I'm too busy.")
5. The "Leader can initiate simple dance gestures to be imitated by the group.

After the game is proceding productively, each of the children have a turn being the "Leader" to provide them an opportunity to initiate a behavior for the group to follow.

It is important that the DP group leader be responsive to the needs of every child and to the shifts in those needs which occur during the session. By remaining alert to things that happen during the One-to-One play or Circle-Time that day, Circle-Time interactions can be designed to focus on current issues; for example, who is there and who is missing, birthdays, specific positive or negative feelings, a need for a child to have special attention, etc. During one session, for example, the leader noticed a child ask his adult partner to hold him like a baby. At Circle-Time, the leader picked up on this exchange and introduced an activity of having each child held and passed around the circle. All the children loved it.

A major challenge to the Circle-Time leader is the task of providing new activities that stimulate the children to extend themselves beyond what they might do by themselves or with peers alone. For example, the leader might introduce dreaming, (especially if the children are already pretending to be asleep), and have the children share or act out their dreams. Also, the leader could initiate and structure a "Dream Fantasy", such as going to a toy shop or to the circus and have the children act out their chosen toy or animal.

One of the most important objectives of Circle-Time activities is to stimulate the children to help them develop their own ideas. For example, one girl offered at Circle-Time: "I'm a dress on a hanger in a store. Who wants to buy me?" This led to an elaborate little play involving all the children as they chose parts, such as the mother and her little boy who come in to the store to buy him a pair of pants, the storekeeper, etc.

There are three somewhat distinct stages that children tend to go through as they experience Circle-Time. These stages have been described as: (1) the touching or getting acquainted stage; (2) the aggressive, motoric or physical stage; and (3) the fantasy stage.

Stage One - The Touching Stage: Getting Acquainted

At the beginning, children tend to be shy and reserved. Touching games, such as "Pass-It-On" and "Follow-The-Leader" are excellent ice-breakers and immediately start the children toward noticing and relating to each other. These games can be played without talking.

As they begin to participate in these early games and take their turns as "Leader", children often just imitate the adult and touch the person next to them in exactly the same place instead of initiating a new touch activity to pass on. It isn't until later that they get the idea that they can be original and touch the next person in a different place, such as on the nose.

"Trick Time" is more active, and more risky for some children who may be reticent to become the center of attention. But with support from their adult partners and peers (who can do tricks with them), tricks can be helpful to get shy, reserved children moving so they can experience their bodies in motion and receive positive recognition from the group.

Stage Two - The Aggressive, Motoric, Physical Stage

Children like to move their bodies in an aggressive way. The major consideration is that the child's need for aggressive motoric activity should be responded to and supported, but done in a way that is constructive and helps children feel good about each other. It helps them to experience their bodies, especially if this aggressive movement is being opposed by another child. Simple wrestling is often enjoyed by both boys and girls. If handled well by the adults, the wrestling is fun, gives the child self-confidence, and stimulates self-awareness of body boundaries.

Other more aggressive activities include pillow fights, "Tug of War" (where all adults and children participate at once), and more active tricks, such as when a child stands on an adult's back while the adult kneels on all fours, or the child stands on the adult's shoulders and jumps down or does a flip with the adult's help, etc. All adults should be prepared to assist in these activities when needed.

One activity which some groups especially enjoy is "Circus Acrobatics". Here, 3 to 5 children line up and on the signal all do the same trick: somersaults, standing on their heads, cartwheels, etc. An advantage of this strategy is that it allows several children to participate at once without having to wait their turn, and it encourages peer interaction. Also, the acrobatics done in a group can be a group accomplishment if practiced until some precision is developed.

Dance movements, with and without music can be stimulated even by adults who are not dancers but who have an interest in helping children develop their own dance styles. Dance is a very personal and exciting way to experience one's aliveness and uniqueness. Dance stimulates self-awareness on many levels.

One problem that may arise in either Stage One or Stage Two is when a child may not be willing to remain in the Circle the full time. It is important to provide stable limits for acting-out children. The adult partners need to be firm in insisting that the children remain with them. This can be done by maintaining physical contact and quietly but convincingly telling the child that this is Circle-Time and time to be with the group. When possible, the adult places a hand on the child's leg or knee which helps communicate that the adult is there with the child. Many children enjoy sitting in their adult's lap, nestled up close to the adult's chest.

Withdrawn and shy children sometimes need more space and time. The adult can invite the child back to the Circle and sit so eye contact can be maintained; or the adult may even get out of the Circle and sit with the child and help him to move back into the circle as soon as possible. A gentle hug of happiness is nice to give a child when he/she edges back into the circle.

In later sessions, after child-adult attachments have formed, some children may wish to express their autonomy by making their own choice of whether to come to the circle or not. These children should be allowed to stay out of the circle so long as they are not disrupting Circle-Time activities. Usually they return to the circle, but this time because they want to do so and not because someone makes them.

Stage Three - The Fantasy Stage

When body movements become avenues for expressing and developing feelings and images, the fantasy stage is reached. (Although these stages do have a developmental aspect, they do not necessarily appear in this order during Circle-Time. One Circle-Time may, and usually does, include activities that express all three stages.)

As in the case of the other two stages, the goal of Circle-Time is to provide an environment where the children are stimulated to express and develop their own fantasies. For example, in one group, a 6-year old boy showed his face, decorated with white powder, to the children for them to guess who he was. When he said he was a grandfather, the leader asked if he could show how a grandfather would walk or dance, and he did.

Circle-Time is also used for the children to work out feelings and perceptions of others in the group. For example, one boy spontaneously said, "I don't like Black people", in a group where there were two Black children with whom he had enjoyed playing. He seemed totally unaware that they were Black. (See "Stimulating and Responding to Feelings, p. 33.)

In summary, when Circle-Time activities are done successfully, they are a product of a partnership between children and adults where both are totally involved. There is a feeling of spontaneity and flow between children and adults, and it is difficult to tell who is leading and who is following. The children and adults have fun, are involved, and the play has the quality of an art form as it develops and unfolds.

If a DP Program is carried on a second year with the same children, and the children are not too disturbed, the structure can gradually shift from less One-to-One playtime to more group activities with less dependence upon the adults for leadership.

"Playing Train"

Suggested Circle-Time Activities

A. Activities for New Groups

These activities are especially useful when children are just being acquainted with Circle-Time, and continue to be good starters for circles later on as well.

1. Pass-It-On: where the leader touches the person next to him/her on some part of the body, and that person is supposed to touch the next person on the same part of the body, until the action "passed on" completes the circle and returns to the sender. Examples of actions to "pass on" could be a pat on a shoulder, a knee, or a head, touching a nose, etc. The leader then chooses someone else to be leader until all the children have had a turn. If a child wants to "pass on" a hit, he or she can be shown how to do it so it won't hurt, by taking the neighbor's hand, palm up in one of his/hers, and hitting the palm with his/her other fist. Quite a bit of force can be used without discomfort. Also, a light-weight scarf can be floated from one person to the next as a pass-it-on activity.

2. Follow-The-Leader: where the leader does something which everyone else copies all at the same time. Examples: specific body movements, such as clapping, shaking the head, wiggling the feet; or things that are said, such as, "I see someone with a yellow shirt on", (while everyone looks at that person); "I see someone smiling.", etc. This activity can also be an excellent one to help children experience common feelings by repeating phrases spoken by the leader. For example: "I won't do it! You can't make me! I don't want to go! I don't want to go to the store! I might get lost! You'd be with me? Well, it might be o.k. It might be fun. I guess I'll go - this time!" It adds a chance for more expression if you pound your fists on the floor as you say the beginning, demanding statements; and let your voice, facial expressions, and body reflect the changing feelings behind the words. This is also an excellent activity to involve children who don't feel they can inititate something on their own.

3. Cradle-Rocking: where a child lies in a blanket and is rocked by two people while the rest of the children sing "Rock-a-Bye Baby" (but substitute the child's name).

4. Put-Your-Feet-In-The-Center: is fun, especially when everyone has their shoes off. Have everyone close his/her eyes and try to find someone else's foot and guess whose it is. Then they can all open their eyes to check it out. Ask, "Whose foot is on top of yours? Whose is on the bottom?", and so on. Have them wiggle their toes, point them, pull them back, etc.

5. Do-It-With-Me, or "Mirroring": where the leader does things which all the others do at the same time rather than afterwards. Examples: changes expressions or body position; taps his head with his fingers as if they were raindrops; gently brushes his head and shoulders with the fingers as if they were falling rose petals; stretches his hands into the center, saying, "push", and brings them back in, saying, "pull", several times, being sure his hands push and pull; says, "give", while putting his arms into the circle in a giving gesture several times, following this series of movements with the word, "take", and appropriate arm and hand movements from the center of the circle back to himself; throws feathers into the air; catching them; etc.

B. Activities For Advanced Groups

1. Variation of Duck, Duck, Goose Game: where the children sit in a circle, with one child tapping heads around the outside edge as usual. The switch comes when someone gets tapped "Goose". Instead of the children chasing each other, they run in OPPOSITE directions and when they meet, give each other a big hug. It is truly delightful to watch children (and adults) non-verbally communicate, "I like you" to someone in this way. The person tapped is always the one to take the next turn tapping the others.

2. Create-A-Story Game: where the teacher sets the mood and the theme by beginning the story, proceeds to a crucial point, and then points to someone else to carry the story from there. Then, that child continues with the story until he or she reaches a crucial point and selects someone else. This pattern continues until many children have had an opportunity to join in. No one is forced to take a turn.

3. Plays: can be encouraged by stating, "Let's have a play! Who would like to be the mother? Who would like to be the father?", etc. Every child need not have a part for each play, because it's nice to have an audience. Older children tend to be very inventive with whatever setting is indicated by the suggestion and selection of characters. Family settings give a special opportunity for children to act out feelings, roles, and experiences. After one play is tried, the children often wish to initiate their own. In a play of a mother and son going to the store to buy some clothes, initiated by one group, the other children became the store (two holding hands like a bridge), the mirror, the clothes and the salesperson. An adult also tried on some of the "pants" by holding a child close to him as he looked into the "mirror". Subjects for plays can come from things that happen in the One-to-One playtime, experiences a child is known to be having, or ghost stories or other fantasies.

4. A Train Ride: provides a wide range of group experiences. Everyone sits with his back to the person behind him. It helps to hold on to the waist of the person in front. Voices can provide the sound effects as the others follow the leader as he starts the train, speeds up, slows down, goes around a curve, up a mountain, etc. Take advantage of how the bodies can move forward or backward, tip to the side, etc. to increase the feel of what is happening. The train can pass by, around, under, or over all kinds of things. It is especially fun to have it pass by a farm where the children can suggest the animals that might be there. After the train ride the children may want to act out these animals.

5. Dream Fantasies: encourage creative thought and behavior. Fantasies provide opportunities to perform, to experience the feel of other roles and things, and to interact with peers. The children can be asked to pretend they are asleep, after which the leader stimulates a dream fantasy by suggesting that they are dreaming; for example, that they are in a toy store. During this fantasy the leader can describe several of the toys they might see, invite them to select their favorite toy and ask them to look at it, touch it, and have fun with it in their dream. Then the children are asked to wake up and to become their favorite toy by acting it out in the center of the circle while the others try to guess what it is. Other examples could be to dream of going to a circus, or to Africa to see the wild animals there, or to a vegetable garden, etc.

6. Guess-Who-It-Is: where one child volunteers to have his eyes covered by an adult standing behind him while another child is picked to come and stand before the child for him to guess who it is by feeling the hair, face, clothing, body size, etc.

7. Group Sculpting: where several children go into the center, one to do the sculpting, the other(s) to become the statue (either separately or connected to each other). The sculptor can move their arms, eyes, heads, bodies in any way he or she wishes into poses the other(s) must try to hold.

8. Pillow Fights or Wrestling: can be staged and held under supervison with clearly understood limits as to space allowed, time alloted, and acceptable actions. The children, one at time, can choose their adversary. A safe way to wrestle is for two participants to kneel on all fours, each child putting the inside arm around the other child and the outside hand on the floor with the arm straight. They are told that the game is to pin the other child's shoulders to the floor. (Many children are not sure where their shoulders are!) The wrestling continues until either one child pins the other child's shoulders to the floor or 30 seconds have gone by. Other children can participate by counting (1, 2, 3, Go...) for the wrestling to start and by watching the second hand on a clock or a watch for the time to be over.

9. Tricks: can be performed by each child alone, with the help of the adult partner, or with other children he or she chooses. Examples: standing on one's head, summersaults, riding on the adult's back, walking up the wall (while the adult holds the child's upper body), and numerous others which will be invented. An adult can take this opportunity to help his or her child risk being in the center by moving into the center saying, "(Child's name) and I are going to do (describe a trick you have already done together)." If the child still balks, accept it and say, "Maybe (child's name) will want to do it another time." The children can affirm each other's abilities, no matter what they are, by clapping after each performs.

10. Body Movement and Dance: are effective additions to Circle-Time if any of the adults have these skills. Books and workshops are available to help those interested in developing this part of themselves.

11. Following Up On One-To-One Activities, Such As The Body Drawing Game: whereby the drawings, for instance, can be taped to the walls and the children can guess which one is of which child and talk about them.

12. Cooking-For-Real: which can be especially effective with very disturbed children who are difficult to interest and involve in Circle-Time. Some groups have actually made pancakes, or rolled out, cut, and decorated their own cookies from ready-to-bake dough. (An electric frying pan is all that is needed for the pancakes, but an oven needs to be available for the cookies.)

13. Finger Painting and Clay: are also effective Circle-Time activities for more disturbed children.

C. Activities For Stimulating and Responding To Feelings

One of the main goals of the DP Program is to provide children with a human environment that encourages the experience and expression of feelings - where feelings are experienced in the here and now and not just talked about from some past event. There are many events and happenings in the DP Program which stimulate feelings. For example, a child may react to his/her adult's absence, and this can be focused on in Circle-Time: "Alice looks sad today." Alice may comment, "I miss Caroline", or the other children may and often do zero in on exactly what the issue is by saying, "Her playmate is not here today." In one group, Joan expressed her anger toward her playmate in the following communications: she was screaming out the "Goodbye Song" at the end of the session. The Leader said, "Joan wants to be noticed." , to which she responded, "Yes, I want the whole world to notice me, and rocks are going to fall down on the whole house and break it." Sometimes, feelings are also carried over into Juice-Time. For example, when one 4-year old boy said to his partner on the last session, "I don't like you today", another 4-year old said, "That's not nice. You shouldn't say that." And a third child went over to the "unliked" adult and put her arms around her.

It is important that the DP leader (and other adults) be aware of these feeling-behaviors on the part of the children and focus on them in a way which helps the child experience the feelings. A precaution is to avoid too much adult talk which may dissipate or negate the child's feelings and minimize the opportunity for facilitating self-awareness.

The reader may wish to review the discussion of dealing with feelings in the One-to-One child-adult play section; especially, the "Goal and Stages" and "Activities To Help You Respond To The Child's Cues" which is the final category of "Suggested One-to-One Activities".

Juice-Time

"LOVE BEGINS WHEN A PERSON FEELS
ANOTHER PERSON'S NEEDS TO BE AS
IMPORTANT AS HIS OWN."

- Anon.

Goals, Stages, and Activities

The purpose of Juice-Time is to tie up loose ends and to provide closure before parting until the following week. It is a transitional time period. The children remain in the circle but the level of activity is substantially reduced. The week before, an adult will have volunteered to bring the juice, and he or she invites his/her child to help pass it out. If it is someone's birthday, a cake or cupcakes can be enjoyed and "Happy Birthday" sung. Birthdays can provide a major opportunity for a child to become aware and proud of his/her existence. At the end of the play year, it is nice to have one general birthday party for every child who didn't have a birthday during the time frame of the program.

As the juice is enjoyed, the children can be encouraged to share what they liked most about the day and any other feelings they may have. At this time people can be noticed and/or thanked for special things. It is also the time to take note of who is absent or who may be visiting that day. A major function of communicating together as a group is to prepare the way for special events; such as, approaching vacations, a time when an adult or child partner plans to be absent and the termination of the program. It is recommended that the DP leader begin mentioning the termination of the program at least six weeks prior to the last playtime with the children.

The children are encouraged to take part in cleaning up after the "Good Bye" song (to the tune of "Good Night Ladies") is sung. It is sung to each child in turn (and sometimes to the adults, too) until all have been bid farewell.

"Goodbye, (child's name). Goodbye, (child's name).
Goodbye, (child's name). We'll see you again next Thursday!"

The last line can be reworded to say what it needs to, for example, "We'll see you again in two weeks", or "We'll see you again sometime", etc.

One Word of Caution: There is no magic in the games and activities listed in this brochure or in the DP Program itself. The magic, if there is any, comes from the child-adult interactions stimulated by adults who are alive, spontaneous, creative, and above all in tune with themselves, and really emotionally involved with their child partners in a loving way. It is not the content but the quality of the relationships which determine the success of the DP Program.

Songs for Developmental Play*

Singing to or with children frequently has a calming effect upon the children. Also, the use of songs provides a structure for focusing and integrating the behavior of children at times when they are engaged in random activity.

A song used to calm hyperactive children who have difficulty experiencing their bodies in a relaxed way is the "Rock-a-Bye" song. For example, singing "Rock-a-Bye, Brian" while gently swinging him in a hammock (sheet) is relaxing and enjoyable for him. The tune is "Rock-a-Bye Baby" and child's name is substituted.

When children are seen in groups, they may tend to lose their individual identity. To help each child experience his own identity, even when part of a group, the children are led in adapting the words of familiar tunes by adding the names of participating children. The following songs sung during Circle Time or Juice Time help the child to experience his own presence because someone notices him and calls him by name or describes something about him. Adaptation of the songs "Are You Sleeping" and "Old MacDonald" are almost always successful.

Sung to the tune of "Are You Sleeping" -

"There is Alex, there is Alex, and Jeannie too
Jeanne too, And there is Darrell, there is
Darrell, and Alice too, Alice too"

or,

"There is Alex, his eyes are blue, And there is
Jeannie, with a red dress on", etc.

Another song invented by a Headstart teacher focusses on each child in turn around the circle and is especially effective for bringing straying children back into the circle.

"I wish I had a little red box
To put my William in (Child's name)
I'd take him out and kiss, kiss, kiss
and put him back again."

Sung to the tune of "Old MacDonald" -

"Old MacDonald had a farm
Ei Ei O
An on this farm there was a Douglas
Ei Ei O
A Douglas, Douglas here. A Douglas, Douglas there" etc.

Any of the Ella Jenkins Songs and records for children are excellent. They are easy because they have a Follow-the-Leader format.

*A casette tape "Songs for Developmental Play" is available from the Pupil Personnel Services Demonstration Project.

Many children already know the song:

"If you're happy and you know it
Clap your hands
If you're happy and you know it
Clap your hands
If you're happy and you know it
Then your face will surely show it
If you're happy and you know it
Clap your hands.

The leader and children can add other verses - and gestures that help children get "in touch" with their adult partners or peers, e.g., "If you're happy, touch your partner's hand", etc., or, "If you're happy, touch your partner's nose", etc.

Some songs can be used to fit special occasions and also can be used to stimulate children to create their own versions. Ella Jenkins' "Let's Sing A Song" does this.

"I'll sing a song
And you'll sing a song
We'll all sing a song to-gether.

I'll sing a song
And you'll sing a song
In warm or wintry weather."

For the second verse, the children are asked what else they could do besides "Sing a Song". Some children suggest "Tap my foot". So the group sings while tapping a foot,

"I'll tap my foot
Any you'll tap your foot", etc.

At the closing session of one preschool Developmental Play, one adult offered,

"I'll make a toast (holding up his juice cup)
And you'll make a toast", etc.

The children picked this up in turn saying things like,

"I'll make a toast to my playmate (adult partner)"

or,

"I had fun with my playmate."

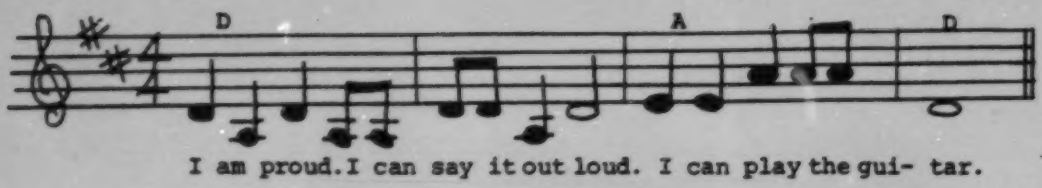
The Leaders can make up tunes and words to fit the occasion or invent new words for old tunes. Children could be stimulated to make up songs and words.

Special occasion songs include "Happy Birthday" to a birthday child and a closing song for each session where every child is named, sung to the tune of "Goodnight Ladies".

"Goodbye Annie
Goodbye Annie
Goodbye Annie
We'll see you again next Thursday."

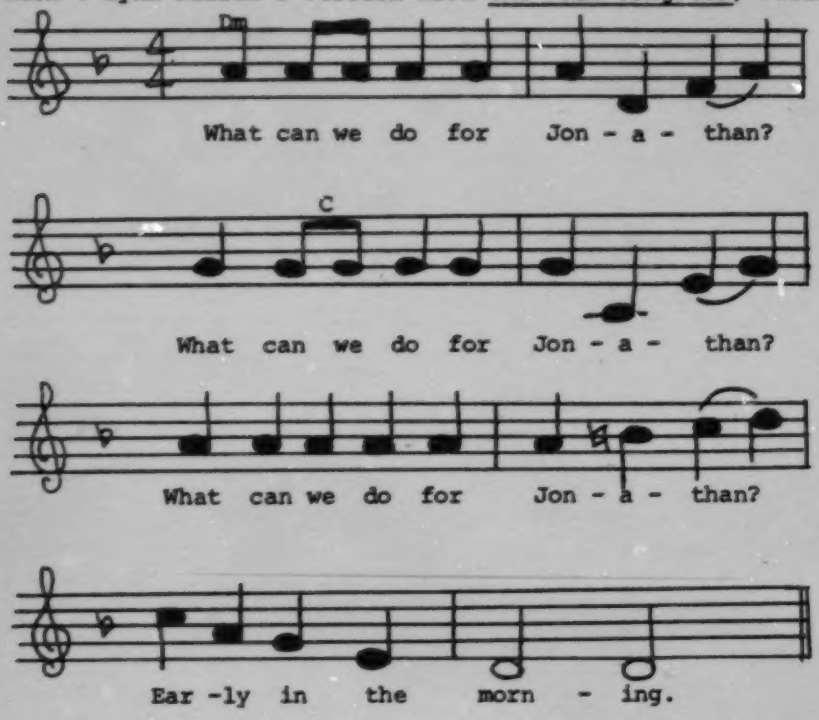
Special permission was received from Helen Eccleston and the Unitarian Universalist Association to reproduce two songs from Book 2 of Songs to Grow. These two songs are "I Am Proud" and "What Can We Do For ____?" These songs can be used effectively during "Circle-Time" to accentuate and enrich the communication of feelings and thoughts as they emerge. "I Am Proud" legitimizes the expression of positive feelings and can be used for special recognition. "What Can We Do For ___?" emphasizes the interdependence among group members who find satisfaction in helping meet the needs of others.

I AM PROUD © H. Eccleston 1974



WHAT CAN WE DO FOR _____? © H. Eccleston 1974

Tune borrowed from "The Drunken Sailor"
Leon & Lynn Dallin's version from The Folk Songster, William C. Brown Co; Dubuque, Iowa, 1967.



From "Songs to Grow" by Helen Eccleston © 1974
a songbook component in The Haunting House by Barbara Hollerorth
a multi-media educational curriculum for children K - 2,
published by the Unitarian Universalist Association, Boston.

A Personal Note on the DP Program in Action

Some days, everything will run smoothly. You will be moved and excited by observing someone's real growth (perhaps your child's or your own!) and you will feel especially good about what you have been able to do with your child or your success as Circle-Time leader.

Other days, things will seem especially chaotic. You may feel you missed a major chance to help your child grow, or you may feel some anger or hurt because of something your child did or said. Although you may be experiencing negative or ambivalent feelings, these days can be "opportunity days" - days that can stimulate you to:

1. analyze where the structure broke down so it can be changed if necessary.
2. take time to touch into your own creativity and share with others to get new ideas for things you and your child can do.
3. analyze your style of playing in terms of the DP goals and your own attitudes, values, and behavior; and, then, clarify, modify or integrate your feelings, attitudes and values to enhance your personal development and your skill as an adult partner.
4. face any negative feelings you may have about your relationship and seek help to deal with them, if necessary.

In addition, you are encouraged to reflect upon this quote by Chantel (which is reciprocal for you and your child:

"THE GREATEST GIFT
ONE CAN GIVE TO ANOTHER PERSON
IS A DEEPER UNDERSTANDING
OF LIFE,
AND THE ABILITY TO LOVE
AND BELIEVE IN SELF."

Selection, Training, and Development of DP Adults

"IF YOU'RE FULLY IN
EACH SITUATION
MEETING MOMENT
YOU WON'T HAVE TO POSSESS
ANYONE."

- Gunther

Staff Selection

Any adult already involved or interested in becoming involved, in the care-taking of children is eligible to participate as an adult playmate for a child on one condition: namely, that he or she is willing to commit him/

herself for the entire time span of the program. That means he/she is not to be absent unless ill or for a real emergency, and he/she is expected to keep a journal of each week's experiences with his/her child as described in the section of Staff Training.

In the beginning, adults, other than pupil personnel workers, were college students from Eckerd College and the University of South Florida, Bay Campus in St. Petersburg, Florida. Now, more teachers and parents have become interested and involved. (DP has been found to have special value for helping parents with disturbed children.) A mixture of pupil personnel workers, teachers, parents, paraprofessionals and college students works very well. Each has something to give to the other.

The selection process begins by inviting potential participants to a group meeting where the goals and description of the DP Program are presented. Demonstrations with film and videotape are shown. Responses are made to the participants' reactions and questions. The commitment required is clearly defined and emphasized. During this group meeting, each potential staff member is asked to complete a drawing of "An Adult Playmate", or in the case of a parent, "A Parent". This drawing is saved as a pre-measure for adult participants.

Staff Training

The DP Program can vary enormously in the amount of in-depth and personal growth it provides for the adults, depending upon the supervision and consultation provided and the readiness for growth by the participants. However, even when adults work in a DP Program where there is little attention given to the adults' growth, the adults report changes in themselves. Observing the behavior of these adults provides evidence to validate their reports. It is important to emphasize that the DP Program has been carried out on different levels of intensity and the participants, both children and adults, have experienced growth. Each DP group is unique with no two groups having the same characteristics.

The adults who have elected to participate are provided two to four pre-program training sessions. These sessions consist of experiential exercises involving physical contact to help the adults experience what it is like for a child to be touched and noticed, and what it is like to be the adult partner doing the touching. These exercises vary depending upon the number of pre-program sessions, the experience of the leader, and the participants. (Workshops for preparing potential leaders to train and supervise DP groups are provided by the PPS Demonstration Project.)

The on-the-job training provided by the DP group leader includes supervising the adults during each session with the children followed by a one and one-half hour supervisory conference. The DP leader is usually a pupil personnel worker (such as a counselor or psychologist) who has successfully participated in one or more DP Workshops conducted by the PPS Demonstration Project. The DP leader should not plan to take a child partner because the leader's energy needs to be directed toward helping the other adults and their children.

The adults perform better with the children if they gather for a warm-up session one-half hour before the children's session. After a week's absence, it helps them to make contact with their colleagues and to prepare for the playtime. Each adult takes turns leading an activity to help the group feel together for the day. Also, time needs to be spent to briefly

discuss each child.

The purpose of the post-session supervisory conference is to help each adult define his/her child's behavior, his/her reactions to that behavior, and the meaning of that behavior in terms of the child's social development. It is just as important to help the adults experience and define their own feelings as it is to help them define the feelings of their children. In fact, many times, the adult cannot understand the child's feelings until he becomes more aware of his own feelings.

As part of the training, the adult is asked to keep a weekly journal. The journal should include descriptions of the following:

1. What the child said and did.
2. What the adult said and did.
3. What the child seemed to be feeling.
4. What the adult was feeling.
5. What the adult did or said that stimulated the child to do something.
6. An overall assessment as to whether the adult felt it was a good session and why.

At the end of the year, the journal will tell a story of the life of two people, an adult and a child, during one hour each week. "Derek: An Epic Poem" by Sue Stephenson, a graduate student in counseling, is a personalized account of her involvement with Derek in the DP program written with help from her journal.

In addition to the journal, each adult is asked to give written or oral feedback to the DP group leader to assist the planning of future post-session conferences. The following are examples of feedback which the leader could request from each adult:

1. State two things he or she learned during the session.
2. Describe a session where the adult felt he/she had done an especially good job, or did something he/she had found difficult to do before.
3. Formulate a goal for the next session.
4. Comment on things of concern or things which he or she would like to do more.

Videotaping the child-adult sessions is one of the most potent ways of training, because feedback in its original form can be given immediately to the adult. The most rewarding and helpful workshops, as reported by the participants, were those where one child-adult pair in every session was videotaped and played back for that adult's response. Many times, the adult perceived him/herself as doing poorly, when in fact, the tape showed he/she was interacting effectively. Thus, videotape provides the adults with a visual presentation of their skill development. It is recommended for each group to acquire the use of videotape equipment on a regular basis. (Workshops are available for those wanting help on the use of videotape.)

When the DP Programs were first initiated in the schools, the thrust of the post-session supervisory conference was on helping the participants understand the children's behavior with little time devoted to the concerns of the adults. Now, when requested, supervisory conferences also focus more upon the feelings and behaviors of the adults to provide personal growth experiences for the adults as well as the children. Particularly, more time is spent helping the adults define their feelings. Since the weekly supervisory

conferences may not provide sufficient time, it is currently recommended to have one session, each semester, where only the adults attend for the entire two to three hour period for the purpose of helping the adults explore their feelings and concerns and assess their progress. During these special sessions videotapes can be studied in-depth and on a longitudinal basis. Planning an evening "getting-it-together" session and/or offering a two-day workshop for participants in several groups are other strategies for increasing the effectiveness of the adult partners. Also, persons interested in more intensive training may be able to participate in a two-week summer workshop.

Stages in Staff Development

The adults, like the children, progress through parallel stages.

Stage One: The Honeymoon State

The adult feels like it's going to be very easy and lots of fun. And it usually is fun!

Stage Two: The Painful Stage

After a period of separation either following a school vacation or an absence of the child or adult, the child may return to acting negative or withdrawn. When the child is negative, the adult may feel rejected or may feel as if he has failed to establish an effective helping relationship. It is at this point that real growth for the adult begins. The adults become more aware of their own feelings which emerge in response to the child's behavior and experientially learn that their behavior influences the feelings and behavior of their child. When the adults emotionally experience the impact of these symbiotic relationships, then greater understanding of themselves and their children will occur. It is this emotional involvement which differentiates the DP training program in child development from intellectual or academic approaches.

Stage Three: The Separation and Love Stage

The supervisory conference help the adults to understand the processes for developing non-possessive, caring relationships. Thus, the adult learns to experience him/herslef as separate from the child. At this stage, the adult can allow the child to be angry without sharing the anger. Instead, the adult can help the child experience a feeling of ownership of his feelings. Because the adult is separate, he/she can feel real love and affection for the child no matter what the child does. The post-session supervisory conference is used to help the adults define their development through these stages.

Stage Four: The Preparation for Termination

At this stage the adults may need a special session before the last meeting with the children to help them discuss their concerns about terminating their relationships. It is important that the adults experience, and be in touch with, their feelings. When the adults are able to accept and understand their feelings about the closing, they become able to help the children deal with their emotions during the final sessions.

In the last post-session supervisory conference, the adults are asked once more to draw an "Adult Playmate" or a "Parent". With the consent of each member of the group, each person's drawings, in turn, are shown and discussed. First, the person who drew the pictures describes the differences they

observe; and, then, if permission is given by the drawer, the other adults may comment. The instructions are to look for evidence of growth in the drawings. No one is allowed to "put-down" any one's drawings, including his/her own. The participants are always surprised how much growth their drawings reveal. (Workshops are available from the PPS Demonstration Project for help in assessing these drawings.)

Also, in the final supervisory conference the adults are asked to write their assessment of the DP Program; especially, the things that were most meaningful to them and the new feelings they have experienced. (See poem, "Derek" at the beginning of this "Sourcebook".)

In conclusion, the DP Program is terminated by the adults doing something together that gives them a sense of closure and allows for their feelings of affection to be expressed. Sometimes, the group suggests ways to terminate their time together, such as closing their session just the way they close each session with the children; i.e., by singing the "Good-Bye Song". The final good-byes to one another are usually expressed with hugs, smiles, and, often, with tears.

Assessing Children's Growth

"IF EDUCATION IS DEVELOPMENT,
THEN EVERYTHING DEPENDS UPON
HOW DEVELOPMENT IS CONCEIVED."

- Dewey

"HOW DO YOU MEASURE THE
BEAUTY OF A SUNRISE?"

- Anon.

Assessment Methods

Assessing changes in qualitative behavior by quantitative measures is imprecise. Although changes in behavior are measured which appear to have been influenced by changes in affect, these measures are only approximations.

The developers of the DP Program feel that one of the most direct ways of assessing affective change in participating adults is through the creation of some art form such as a poem, through entries in the adult's journal which is like an epic poem, or by any production that communicates to the listener the tension, development, and resolution of changes in affect experienced by the adult.

Some of the attempts to quantify the behavioral changes experienced by children include: (1) direct and videotaped observations which can define behavioral changes in the direction of attachment within each DP session, (2) teachers' reports and observations which can define behavioral changes within the classroom, (3) parents' reports which can define behavioral changes at home, and (4) the Draw-A-Person, reading, and individually administered intelligence tests which can demonstrate changes in a child's cognitive and emotional integration.

To measure the child's growth in attachment behavior, Dr. Brody has developed a behavioral checklist which can be used by each adult playmate in the DP sessions (see Attachment Scale, Appendix C). She has a Behavioral Checklist for teachers and parents (see Appendix C).

The reports of behavioral changes observed by teachers and parents have been most effective in assessing the progress of participating children. The scores for most children on drawings, reading, and intellectual performance measures evidence significant gains within a six month time period. For more disturbed children, significant gains on these measures may not be evident until after participating in DP activities for a second school year.

Behavioral Changes That Tend To Be Associated With DP

The first behavioral changes reported by teachers vary, depending upon the initial referral behavior of the child. Typically, the hyperactive children are reported to have calmed down and the withdrawn children are reported to have begun acting out (walking around the room, talking and/or hitting other children). At the same time, however, both of the above types are usually reported to show gains in abilities to play with other children and to stay on-task in the classroom.

Both teachers and parents have observed that DP children talk more to them and make more demands upon them for contact. Also, they have indicated that they feel more loved by their children participating in DP activities. Several teachers have stated that, prior to treatment, they actually disliked some of the children selected to participate. However, later, these teachers reported that, without conscious awareness, they developed a fondness for the DP children. Most of all, the parents and teachers have observed that their DP children seemed happier.

One kindergarten teacher this past year (1975) was so pleased with the changes in her DP children that she wrote notes to each of the adult partners. In her notes she defined the behavioral changes she observed and she expressed her appreciation to each adult in the DP Program. She said the changes in the children in the DP Program made her work in the classroom so much easier, because uncooperative, unready-to-learn children became cooperative, outgoing, and happy children.

In contrast to the above, there are a few teachers who report that the DP children are more difficult, that they talk more, and say more negative things. When possible, it is advisable to arrange individual meetings with these teachers to discuss the behavior of the children. Frequently, after defining all observed behaviors, they usually become more aware that these children are doing better in schoolwork and that they are playing better on the playground. They can also be helped to analyze more carefully what "more talking" may mean. DP children, who may have appeared reserved, tend to become more open and say what they think and feel. For example, one child said, "I don't like this book." The teacher could take this at its negative face value, or could be helped to see that it is a shift from non-verbalization to verbalization of feelings - a positive behavioral change. When viewed as an attempt by the child to communicate, the teacher can be helped to respond with comments similar to: "My goodness, you are talking to me. I never knew you felt this way. Now I know. Would you like to bring another book?"

Those interested in quantitative changes will find results of pre- and post test results analyzed for several DP groups in Appendix A.

PART III - ADOPTION/ADAPTATION RECOMMENDATIONS

Who Brings The Juice? - Or, How To Set Up A DP Program

"NO CHILD EVER BECOMES MORE THAN SOMEONE BELIEVED HE COULD BECOME."

- Pressey

Selection of Schools

Since the DP Program requires long-term commitment of personnel, time and space; primary consideration should be given to the selection of a school. The support and understanding of the school administration and faculty for the program are essential.

An introductory session is available through the PPS Demonstration Project Director, Dr. Ralph E. Bailey, to give all interested personnel an opportunity to become acquainted with the basic concepts and requirements of the program.

This introductory session has several purposes:

1. to preview the program by seeing films and videotapes of past programs and/or by actually participating in some of the DP activities used with the children;
2. to explore the potential and relevance of a DP Program for a particular setting and/or age group;
3. to present the program concepts and requirements clearly before a commitment is requested;
4. to help the principal and staff make the decision as to the desirability of having the program; and finally,
5. to recruit adults for staffing the DP Program itself.

Equipment and Space Requirements

The DP Program has a person-to-person orientation. This means the action is between the adult and child directly and not through play equipment such as dolls, blocks and mechanical games. The use of equipment and supplies should be restricted to things which can facilitate the development of the adult-child relationship. Supplies, which can be used in body contact activities, such as hand lotion, baby powder, soap, shampoo, water bucket, comb, brush, mirror, towel and sheet are examples of material resources which have been effectively used. It is also desirable to have easy access to water, especially a sink. A gym mat for each child is very useful since much of the child-adult interaction is done on the floor.

The size of the room required is a function of how many children will be participating. One-to-One interaction is sometimes very quiet, sometimes very active. The difference in activity level, plus the amount of space required for Circle-Time activities, must be considered in choosing the area for the program. It has been found that a 10' x 10' room can serve four couples fairly comfortably - five or six couples, not so comfortably; and a circle of eight adults and eight children quite well. (It is sometimes helpful not to have extra space. A sense of definite spacial boundaries can serve to restrict such things as chase games and leaving the circle.)

An area free of furniture and other distractions is preferred, especially if the floors are carpeted. If no rooms are available, look creatively at what might be usable. For instance, one school used the cafeteria stage for its program, closing the curtains for privacy and boundaries. Some stages even have sinks and dressing areas.

Also, if possible, select a space which can be used each session throughout the program to provide continuity.

Selection of DP Adults

At least one of the DP adults should be a staff member of the host setting. This person, in turn, can serve as a resource for others in the school to learn and adapt the skills of DP to their own contacts with children.

A DP adult is chosen primarily for his or her enthusiasm for the program evidenced by a willingness to make a commitment of time and energy. (For more details, refer to the section on Obtaining, Training, and Developing DP Staff.)

Selection of Children

The DP Program has been used effectively with children from three to nine years old with some adaptations of the activities and child-adult interactions being made to meet the needs of different aged children. In general, the children should be about the same age within the group, and balanced somewhat as to sex and race in order to enhance cross-cultural learning. This kind of balancing is also desirable for DP staff members. Another grouping advantage is to have a mixture of outgoing and more quiet or withdrawn children to serve as models for each other. In other words, a heterogenous group is preferable for both adults and children. Another factor for consideration is the selection of children who will be able to continue patterns of contact with each other outside of the Developmental Play session when they are in the classroom, on the playground, etc.

While the above suggestions serve as a framework for choosing the children involved, the most important questions is, "Who can benefit most?" The answer comes from many sources, the primary one being the observations and evaluations of people who have had close interaction with the children; such as teachers, pupil services personnel, parents, etc.

Since the DP Program has potential for meeting a variety of needs, problems in selection come largely from differences of opinion as to who might benefit the most if given the opportunity to participate. The key to this

difficult assessment is the amount of disturbance the child shows in his relationship with others. Although the DP Program has been successful in promoting the cognitive development of children with learning problems, it has been effective in helping children with social behavior problems who may be functioning average or above intellectually. For example, the "bossy" child, the "withdrawn" child and the "acting-out" child have evidenced improved social functioning associated with DP involvement.

It is important to recognize that although children with social behavior problems may be evidencing different symptoms, each child is responding to his or her discomfort in relating. (For other methods involved in selection of children for the program, please see the section Assessing Children's Growth.)

Communication With Selected Children's Parents

In order to participate in the DP Program, written parental consent is required. First, a letter of introduction to the program is sent to the parents of every child selected indicating that the opportunity is available. The letter invites the parents to come to a meeting about the program. The meeting has several purposes:

1. to give parents information on the goals, rationale and activity involved in the DP Program;
2. to give parents experience in some of the activities used in the program which may also aid the development of their own relationship with their child;
3. to help explain why particular children are selected for the program;
4. to explore parental desire to have their child in the program, and to obtain written permission for the child's participation.

Particularly important from the parent's point of view is the question, "Why was my child selected?" In response to this, one must be careful not to arouse defensiveness in the parents. It can be explained that the program is desirable for most children, but the availability of human and material resources limits the number of children who may participate. Parents can be encouraged to view the child's problems in relating to his/her classmates and teachers as school-related problems which can be resolved by providing experiences at school which promote social development. The parents need not feel compelled to go home and "change", or "do something", or demand that the child be different. Instead, the parents need to be helped to see the DP Program as an opportunity presented by the school - a unique opportunity for the child to have one hour of direct personal contact set aside just for him or her each week.

Some parents may either be unable or unwilling to attend a special meeting. In such cases, a home visit by the DP group leader, or other person well versed in the objectives and methods of the program, should be arranged if at all possible. If no parent conference can be arranged either privately at school or at home, a letter describing the program and a permission slip can be mailed to the parents.

This first meeting (or letter contact) with the parents also serves to open the door for continuing communication. Some parents may even want to become involved in the program. Excellent! But, no parent should be paired with his or her own child (although the child may be in the same group as his/her parent).

Obviously, the more awareness the parents have of the program and the more communication they have with the staff, the greater the possibility for real growth on the part of the child.

Some effective ways of continuing communication and contact with parents are:

1. phone calls - letting the parents know you are available, want to support them, and want to know of any changes the parents observe at home;
2. parent study groups - especially for parents of DP children- which meet on a regular basis during or after school;
3. home visits - which provide the added advantage of observing the child at home.

(NOTE: All letters and home visits should be given prior approval by the appropriate school personnel.)

Who Gets Whom? -
Or, What Happens at the First Session?

This is the time when the children and adults are introduced to each other by the qualified group leader (who should not have a child playmate so he/she can be free to observe). If new partners do not already know each other, simple Circle-Time activities can be used to help everyone get acquainted. The leader should then explain just what the children can expect to happen each week when they come to play.

There are many ways that the children and adults can be paired. The leader can simply ask the children to look around and select an adult partner with whom they'd like to play each week. If several children wish to choose the same adult, it is usually sufficient to simply ask if one of the children would mind playing with the adult who still has no partner. Or, the selection can be made ahead of time, with each adult selecting or being assigned a child because he/she may be more effective with that child's particular style, problems, background, or sex.

After the partners have gotten together, it is helpful for them to have some One-to-One playtime (as described in this "Sourcebook") to begin developing their relationship. It can be followed by a brief Circle-Time and the closing Juice-Time.

Problems You Can Run Into

There will be problems - expect them! Problematic situations provide opportunities to enhance the growth of the adults and children involved. When experiencing problems it is important to remember that what you are doing may not necessarily be wrong. Problems are opportunities to look deeper into ourselves and how we are relating to others - inside and outside the DP Program. Our challenge is to learn from them.

Some Potential Problems It May Help To Think About Ahead of Time:

Deciding Who Brings the Juice - can be a problem because it costs money, and there usually is no funding for it. This can be solved by the adult DP staff agreeing to take turns bringing refreshments. If a child is having a birthday, his or her adult partner will usually volunteer to bring juice for that week and add a cake to celebrate.

Absenteeism - of either children or DP staff members will need to be faced if it occurs too frequently. Adults are cautioned about absenteeism when they are accepted to the DP staff, because their commitment is vital to the establishment of their relationships with their children.

If an adult knows in advance that he or she will be away for a session or two, the child should be told one or two sessions in advance; and the separation can be much less painful if the adult will send a card or telephone the child at home. When the adult returns, he or she can expect some behavior regression and disguised, if not direct anger, from the child, either at the first or second session following the absence. This is an opportunity to reflect these possible feelings back to the child, letting him or her know that you are there, you want to be with him/her and that no one can take away the experiences you have had together - they are the child's to keep forever.

When an adult is absent, his or her child can be invited to join the others for Circle-Time and Juice-Time. If an adult staff member is absent so much that a relationship with his/her child cannot be productively developed, it is important to arrange for a new adult partner for this child. When it is necessary for an adult to leave the program, a meaningful "good-bye" session should be arranged, if possible, and the child should be alerted to expect his or her new partner on a specific day. In groups where an adult leaves the program, be ready for some of the other children to behave in ways that show they fear they might lose their adult partners.

If a child is continually absent, someone (the group leader, or other school personnel involved in the DP Program) should follow-up extensively. Contact with the home is advisable, and should be carried out with the permission of, or through the auspices of, the school. Such parent contacts can be important opportunities to increase their understanding of the program, it's importance to their child, his or her privilege to be in it, and a chance to encourage similar activities between the parents and child at home.

In cases of chronic absenteeism, it may be necessary to terminate this child's participation, and enroll another if enough time in the school year remains. If this occurs, the absentee problem should be clearly explained to this child as well as to the others. It should be expected that some of the children may in various ways show that they fear they might also be dropped.

Using The School Building - can be a problem if the DP staff is not aware that others are using it too! If the teacher's lounge is the only area available for changing clothes, check out with them the most convenient way you can use it together. Teachers have very little time to relax, and it is precious to them.

Find out in advance the noise level which the group should not exceed before someone else is bothered. Also, be sure that the children are cleaned up and dressed appropriately before they are returned to the classroom. For example, if the school rules are to wear shoes, no child should be allowed to run back to class barefoot. In addition, it is advisable for all DP staff members not employed by the school to check in and out of the school office each time they come.

If Children Are Jealous - because they are not in the program, a teacher can be alerted to help them understand that each child is special and has different needs. Thus, children do different things in school just as they do at home. If a DP child becomes jealous when his adult partner spends time with other children outside the DP group, an adult DP staff member should help the child focus on the importance of their time together, not on what the adult might be doing with someone else some other time.

If People Become Dismayed At What They See or Hear - because, for example, they are not used to seeing 6-year olds' faces and bodies covered with powder and lotion, communicate with them to listen to their concerns and to help them be more familiar with the goals of the program. Also, many adults today are not aware of the significant value of physical contact as a vehicle for human growth, and may feel uncomfortable seeing adults touching and hugging children. It may not be possible to allay their own discomfort, but it can be helpful to leave material describing the program where they can read it and to communicate with them whenever possible.

Some adults in the school setting disapprove when a child calls an adult by his or her first name. Some DP staff members prefer using first names because it helps communicate the mutuality of the child-adult relationship. Most children know that they cannot do this with all adults, and often confine the first name basis to their playmate. But, if they don't, and another adult outside the program is bothered, the adult's feelings can be acknowledged and the reason for it explained.

If and When DP Children Open Up In Class and Become A Different Kind Of "Problem" For Awhile - teachers, if unprepared to view this as a positive change, may become discouraged and feel negative about the program. Before the program begins, be sure each child's teacher has been oriented well to the specific behavior changes they can expect, and establish definite ways to keep up communication with them as the program continues. (Refer to the section on Behavioral Changes That Tend To Be Associated With DP.)

Strong, cooperative relationships with the teachers are extremely important to the DP staff, the children and the teachers themselves. Teacher's objective feedback is essential, they are in a position to contribute ideas, and they can help the child's continued growth in the classroom. It is important to remember that people who are involved tend to be more understanding, supportive, and cooperative than people who are not.

(Refer to the next section for strategies to involve teachers with the DP Program.)

Ways to Develop Continuing Contact with Teachers

After the initial sessions to orient school personnel to the DP Program, there are many things that can be done to encourage their further involvement and continue communication.

Teachers can be:

1. invited to observe DP sessions where they cannot only gain greater understanding of what is being attempted, but also get suggestions for themselves about things they might like to do;
2. invited to attend the DP staff discussion sessions after any of the play periods so that the DP staff and teachers can analyze the child in the play session and classroom environments. Often the behavior can be quite different; and this information, if shared, can help both the DP adult and teacher decide how to interact with the child to encourage positive changes;
3. included on the DP staff itself if arrangements can be made for substitutes to cover their class each week;
4. asked to meet periodically with the DP adult working with their student(s), or the DP supervisor, in order to allow time for mutual feedback and cooperative planning;
5. encouraged to attend a DP workshop if one is available locally.

Teachers have little extra time to give, but many schools have found resourceful ways of giving teachers released time (sometimes even principals take their classes!) Teachers should be awarded staff development points and/or college credit for hours spent in DP activities to acknowledge the professional growth emphasis of the program.

Teacher involvement will be easier if several fundamental things are remembered:

1. a teacher may feel some jealousy pangs as he/she becomes aware of another adult establishing a close relationship with a child in his/her room. It is important to avoid competition between the classroom and the DP Program. It should be recognized that teachers, as well as DP adults, are establishing adult-child relationships which can be rewarding to both the adults and children.
2. teachers will feel more responsive to the DP Program if adults communicate with them to establish the most appropriate way to pick up and return children so that the class is not unduly disturbed, and DP children are prepared to re-enter the class.
3. teachers are human beings with feelings just like anyone else, have a stake in what happens to each child, and will have reasons that make sense to them behind every criticism or reservation they voice. Be ready to value their feelings and ideas. Reflect their feelings with understanding. Listen to their reasons. And work for common ground where cooperation and mutual support can begin.

How You Can Get Help in Setting Up and Improving a DP Program

Besides what help you may receive through this sourcebook, Dr. Viola Brody and others, who have been trained in the Developmental Play Program, are available through the Pinellas County Schools Pupil Services Demonstration Project to provide training, materials and technical assistance.

Workshops of varying lengths from one day to several days or even longer will be held throughout the year. Dr. Brody and other experienced personnel will be available upon request for special workshops or consultation.

For further information write or call Dr. Ralph E. Bailey, Director, Pupil Personnel Services Demonstration Project, ESEA Title III, All Children's Hospital, 801 6th Street South, St. Petersburg, Florida 33701; Area Code 813/821-5260.

Developmental Play in the Classroom

"A BIRD DOES NOT SING BECAUSE HE HAS AN ANSWER.
HE SINGS BECAUSE HE HAS A SONG."

- Anglund

Developmental Play can be carried out in the classroom, too. The songs can be sung, and many of the Circle-Time activities can be utilized with big or small groups.

The goals of DP in the classroom are: (1) to make school an enjoyable place to be; (2) to support peer interaction in friendly and supportive ways; (3) to encourage the development of awareness of self and body awareness; and (4) to encourage fantasy and the making of choices.

Each school counselor or teacher needs to discover their own unique ways of doing DP in the classroom by trying it out for very short time periods. Doing DP in the classroom does not mean changing the whole school day and disrupting the teacher's approach to learning. If done successfully, DP in the classroom should enhance learning. If done successfully, a few DP activities for 5 to 30 minutes, even once a week, will help the children to become more organized and feel more positive about school. The DP exercises are excellent when used during a transitional period between activities.

In one school which implemented DP in the classroom, the teacher reported her class grew in their ability to organize themselves, in their ability to wait their turn, and that the good feelings engendered during the DP class period carried over into the classroom for the rest of the week. Initially, some children had reacted to the DP class period with shyness and silliness, but they changed becoming less shy, more positive and more supportive of each other.

APPENDIX A

Evidence of Effectiveness of Developmental Play Programs

Evidence of Effectiveness of Developmental Play

The success/effectiveness of the Developmental Play Program has been documented by quantitative statistical procedures implemented in evaluating the following objective: By May of 1974, first grade children who have participated in Developmental Play activities for approximately 5 months will exhibit significant improvement in cognitive functioning as determined by a comparison of score gains made by the participants with the gains of a comparable control group over the same period of time. Criterion will be a statistically significant ($p < .05$) difference between the gains made by each group on the Performance Scale of the Wechsler Intelligence Scale for Children (WISC). In addition, children who had participated prior to the '73-'74 school year, for which no control group was available, will exhibit significant improvement in cognitive functioning as measured by a comparison of the mean difference between pre- and post-tests on the Full Scale and Performance Scale of the WISC. Criterion for this sub-objective will be a statistically significant ($p < .05$) difference in favor of the post-test mean score on both the Performance and Full Scales of the WISC.

During the 1973-74 school year, a pre-test/treatment/post-test design with randomly assigned experimental and control groups was used. Prior to random assignment, students were identified for eligibility by scores of "C" or below on the Metropolitan Readiness Test and "D" or below on the Draw-A-Man sub-test.

Pre-tests were administered before treatment and post-tests approximately 5 months later using the Performance Scale of the WISC. The observed post-test means between experimental and control groups were compared by an analysis of covariance using the pre-tests as the co-variate to test for significant differences between groups. The experimental group scores were statistically significantly higher ($p < .05$) on the Performance Scale of the WISC. See Table 1.

A separate analysis was carried out for DP participants from 1971-73. A straight pre-test/treatment/post-test design was used for this group. Since standard scores based on age level functioning were used, no correction for maturation was necessary. A paired difference t-test was used to compare pre-test and post-test scores of DP participants from 1971-73 during which years no control group had been selected. The post-test scores were statistically significantly higher ($p < .001$) on both the Performance Scale and Full Scale of the WISC. See Table 2.

In addition, in June, 1973, a 1 year follow-up was conducted on DP participants who received treatment during the 1971-72 year. A pre-test/treatment/post-test/no treatment/second post-test design was used, with comparisons made between the pre-test and second post-test approximately 1½ years later. Using a paired difference t-test, it was found that the second post-test scores on the Full Scale of the WISC were statistically significantly higher ($p < .01$) than the pre-test scores. See Table 3. Thus, the gains in cognitive development were more than temporal.

Educationally, these findings provide significant implications for an alternative strategy to stimulate cognitive development in first grade children with potential learning and social/emotional problems. A successful early intervention strategy can effect significant changes in a child's educational career.

Table 1 - Performance Scale Scores. First Grade DPT Treatment and Control Groups.

Group	N	Pre-test Mean	(s.d.)	Post-test Mean	(s.d.)	Degree of Freedom	Obtained F-ratio
Control	13	106.00	(9.68)	105.62	(10.62)	1 and 22	4.88*
Treatment	12	105.83	(10.52)	112.08	(9.91)		

Table 2 - WISC Full Scale and Performance Scale Scores for 1971-73 Participants.

WISC	Pre-test Mean	Post-test Mean	Difference	Obtained t-value	Degrees of Freedom	Required t-value (p=.05)
Full Scale	80.53	88.82	8.29	6.00**	16	1.746
Performance Scale	80.94	91.18	10.24	5.99**	16	1.746

Table 3 - Developmental Play Follow-up. Pre- and Post-Test II Data for WISC Full-Scale I.Q. Scores.

Group	N	Mean Score Pre-test	Mean Score Post-test II	Mean Differ. Betw. Pre- & Post-test II	t-ratio
71-72 Participants retested '73	12	82.83	91.33	8.50	2.79**

*p < .05 **p < .01 n.s. not significant

APPENDIX B

Suggestions For Feedback For Continuing Research

Suggestions for Feedback for Continuing Research

It is requested that any research results coming out of studies on the DP model be sent to PPS Demonstration Project Director, Dr. Ralph Bailey. Both Dr. Bailey and Dr. Brody seek all evidence available relating to the validity and effectiveness of the Developmental Play Program. Your support of this through your own continuing research would be appreciated.

The Demonstration Project would also be interested in receiving copies of DP staff members' journals, poems, or art work expressing their DP experiences; and any pre- and post-measures of DP children's behavior.

APPENDIX C

Samples of Forms and Rating Scales Used

Behavioral Rating Scale for Parents' and Teachers' Use

Child's Name _____

Teacher's (or Parent's) Name _____

Circle the appropriate number in terms of behavior you have observed or experienced in this child during the week of _____.

		Number of times behavior observed this week									
1.	I have felt or observed this child come to me for comfort when he was upset.	0	1	2	3	4	5	6	7	8	9
2.	I have observed this child lash out at another child, hit or kick him, or grab something away from another child.	0	1	2	3	4	5	6	7	8	9
3.	I have observed this child go over to another child who is upset and touch him and try to comfort him or help him in some way.	0	1	2	3	4	5	6	7	8	9
4.	I have felt or observed this child approach me and touch me gently.	0	1	2	3	4	5	6	7	8	9
5.	I have observed this child playing a game with another child or having fun with another child.	0	1	2	3	4	5	6	7	8	9
6.	I observed and experienced this child being playful with me, tickling me, hiding from me, etc.	0	1	2	3	4	5	6	7	8	9
7.	I observed this child greeting me in the morning ("Hi, Hello").	0	1	2	3	4	5	6	7	8	9
8.	I observed and experienced this child telling me he loves me he wishes I were his mother.	0	1	2	3	4	5	6	7	8	9
9.	I observed this child helping me or asking to help me.	0	1	2	3	4	5	6	7	8	9
10.	I have observed this child asking me for help.	0	1	2	3	4	5	6	7	8	9
11.	I have observed this child asking another child for help on something.	0	1	2	3	4	5	6	7	8	9

12.	I have observed this child asking me something about myself: e.g., "How many children do you have?"	0	1	2	3	4	5	6	7	8	9
13.	I have observed this child telling me something about himself or his family: e.g., "I have two sisters."	0	1	2	3	4	5	6	7	8	9
14.	I have observed this child showing or teaching another child something.	0	1	2	3	4	5	6	7	8	9
15.	I have observed this child touching another child, gently or playfully.	0	1	2	3	4	5	6	7	8	9
16.	I have observed this child providing fantasy and ideas for play, like playing house, etc.	0	1	2	3	4	5	6	7	8	9
A.	I have observed this child stay on task for 5 to 10 minutes.	0	1	2	3	4	5	6	7	8	9
B.	I have observed this child stay on task 15 to 30 minutes.	0	1	2	3	4	5	6	7	8	9
C.	I have observed this child participating in a class activity.	0	1	2	3	4	5	6	7	8	9
D.	I have observed this child give a correct response to a question.	0	1	2	3	4	5	6	7	8	9

ATTACHMENT-TO-ADULT SCALE

1.	Child plays peek-a-boo.
2.	Plays hide and seek; chase, running to be caught.
3.	Hits, bites, adult, etc.
4.	Shows anger, or temper tantrum.
5.	Cries with tears silently.
6.	Cries with tears and sobs.
7.	Reacts to absence of adult or fantasized loss or break in continuity of session.
8.	Upon sight of adult, comes running toward, smiling.
9.	Greets adult with, "Hi" or says, "I know your name, etc." Calls adult by name.
10.	Shows painful feelings that last for several minutes, e.g., sadness, anger, crying.
11.	Says, "I'm not coming anymore" or, "I don't want to come here."
12.	Says, "I hate you; Get away from me," etc.
13.	Touches adult, hugs, etc.
14.	Asks adult to do something involving touching (wash feet).
15.	Child plays with face of adult.
16.	Child does to adult what adult has done to him; take care of the adult.
17.	Child says, "I missed you"; or, "I love you. You're nice."
18.	After acting-out, child reacts by cleaning it up, or making amends in some way.
19.	Child makes some statement that shows he intends to return.
20.	Child initiates idea of doing some activity with adult for the next session.
21.	Adult notices child looking at her/him much more.
22.	Child ASKS adult to help him with something.
23.	Child invites a touching game by playing sick, being hurt, etc.
24.	Child initiates some fantasy; e.g., saying he's a monster, and pretending to scare the adult.
25.	Child initiates a mother-child or parent-child fantasy where the child is the baby.
26.	Child initiates a parent-child fantasy where the child is the parent and the adult, the child.

27.	Child and adult build something together but child does not volunteer what it is.																		
28.	Child asks adult for help in building something specific; e.g., a house for his dog.																		
29.	Child does "tricks" with adult, largely initiated by adult.																		
30.	Child initiates "Tricks" or "act" but needs support of adult to carry it out.																		
31.	Child performs in "Circle Time" on his own in organized way without need of support from adult.																		
32.	Child invents some new "Act" or trick, on his own.																		
33.	Child unable to sit in "Circle" without being held or held down by adult.																		
34.	Child can sit in Circle in an involved way for part of time, at least looking at activity.																		
35.	Child sits in Circle whole time, enjoys it and participates.																		
36.	Child tells adult something about his family.																		
37.	Child asks adult something about adult (Do you have a child?)																		
38.	Child asks adult something about birth or death.																		
39.	Child does something that shows he is becoming aware of his sexual identity ("Only boys can play here.")																		

APPENDIX D

Quotes From Adults Who Have Participated In DP

Quotes From Adults Who Have Participated In DP

Comments from Parents (During and at close of DP Program)

"I'm going to miss not coming here. I don't know what I'll do on Monday nights. I'll have to hunt up my own adolescents to play with." (A father)

And, what was most meaningful to this same father? "Learning to meet people better, and I felt good after I played with my DP child."

Most meaningful to another father was: "Playing in front of grown-ups; seeing everyone playing and learning. It helped my family."

Other adults said: "This course has helped me with my own child at home. I can think of things to do with him when he's upset that will help calm him down."

"I was able to relax more. I can play with a child spontaneously now. I really want to care and be cared for."

"Wow, I have dwelt so much on the negative when there are so many good things going on. I have experienced how important touching and being touched are."

"You helped me relate to my children in a fun way and gave me more positive attitudes about myself."

Comments from Teachers

"I had forgotten what it was like to be a child. I had built a wall around myself. I've made an opening in that wall."

"I try to be kinder to my children."

"I let them talk more, and I'm more patient with the whole class. I'm more relaxed."

"I touch my children more, and I try to get each child to express himself more."

"I do some of the Warm-Up exercises with my children. It wakes them up."

Most college students report that the DP Program is the most exciting and meaningful experience in their whole college career.

One student - "The DP experience helped me get in touch with myself. In most of life relationships, people don't really care. In DP, they do care. People are real."

APPENDIX E

Handouts for Participants

DEVELOPMENTAL PLAY PROGRAMS
HANDOUTS FOR PARTICIPANTS

Equipment:	Optional:
Old comfortable clothes	large cardboard box
lotion	mirror
baby powder	bamboo sticks
towel	scarves
old sheet or bedspread	

Structure of Program:

1. 10-15 min. warm-ups with the adults
   A time to clear out the thoughts of the day -- focus on your child -- ideas and goals and preparations for the session -- a chance to relax and energize.

2. ½ hr. One-to-One time:
   Each child and adult pair find their own spot to play--A time for getting to know each other and building a relationship--A chance for the child to have the absolute, undivided, unconditional attention of one special, caring, interested, involved adult -- A chance for the child to express whatever feelings she/he needs to express with the security that no matter what she/he says or does this adult will stick with him or her and be a friend. Mainly, it's a time for child and adult to play and have fun together.

3. 15 min. Circle-Time:
   The whole group gets together to play some group games. The adults support the children's interactions with each other. Circle Time is also a time when each child gets a chance to be the center of attention in a group. A time for imaginative and creative activities--a time when the child can think up something to do. The adults also serve as models and the children enjoy watching adults playing on their level. Even though this is a group setting, the adult remains first of all an advocate for his/her child and looks out for the child's needs and speaks up for the child if she/he is unable to do so for him/herself.

4. 10-15 min. Juice-Time:
   Each hour closes with juice and cookies or some refreshment--A time for recapping and sharing the experiences of the session--A time for winding down and preparing to move on to the next activity of the day. We end each session with a "good-bye" song sung to each child individually -- "Good-bye David....see you again next Tuesday", signalling the close of one session and preparing for the continuity of the coming session.

The children leave.

5. Group Supervisory Conference:
   A time to discuss the activities of each pair during the session--to share the growth, the joy, the disappointment, the apprehensions, the difficulties, the excitement of the past hour--A chance to give and get feedback from and to the leader and other members of the group--A chance of gaining a better understanding of the meaning of the child's behavior--A time to set goals and direction for the coming session. We will also video tape at least two, preferably three, sessions so that participants will have a chance to see first hand and discuss what they're doing.

DEVELOPMENTAL PLAY PROGRAM
HANDOUTS FOR PARTICIPANTS

RESPONSIBILITIES OF ADULT PARTICIPANTS

1. To remember that we are guests of the schools and must behave in accordance with school policies and procedures--dressing appropriately--being considerate of the needs of teachers and others at the schools--trying to be as non-disruptive as possible.

2. Because you are trying to build an attachment relationship with a child, your consistency and dependability is of the utmost importance. It is unfair and often times devastating to the child for the adult to create expectations of interest, caring, and trust and then not show up or drop out. When you agree to be in the program, you agree to follow it through the duration and to attend every session. In the event of absence due to illness or other emergency, please inform the group leader as far in advance as possible. It is best to also send a note to the child through another volunteer.

3. To know your child's birthday. We celebrate this special day (or an "unbirthday") for each child. Usually the adult partner bakes a cake and makes a card for the child. If you can't afford it we will see that you are reimbursed.

4. To keep a weekly journal. This is your record of the growth and development of your relationship with "your" child. For many parents, students, teachers, and counselors, the relationship with a child in the Developmental Play Program is a unique and deeply moving experience and the journals they write have the beauty of a novel.

   We ask participants to keep journals because we have found they greatly enrich the understanding of the attachment process and enhance one's feeling of success by documenting and illuminating both the adult's and the child's progress over the course of a year.

   The weekly entry need not be lengthy. We recommend including some description of what took place during the session--particularly any new behavior on the child's part and something about your experience--any feelings and impressions you had, and a goal for the next session--for yourself and/or the child.

5. To write a summarizing report on your child's progress at the end of the year. This is primarily a description of the child's behavior at the beginning, middle, and end of the program--about the equivalent of one typewritten page in length.

   It is optional to also write a summary of your experiences.

6. To be responsible for your feelings and needs. There will be times when you will be confused and upset and frustrated by something your child, another member of the group, or the leader says or does or doesn't say or do. We try to be sensitive as leaders and it is impossible for us to be in tune with everyone's feelings and needs all the time. You must take the responsibility to alert us if you are upset about something, or are physically unwell and need extra support or are feeling under a lot of external pressure. You may speak with us privately or call us outside the group.

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